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ABSTRACT

Written by university professors attending a summer institute, these course syllabi and modules on global perspectives are intended to be integrated into teacher education programs. Following an introductory article, which discusses what is involved in global education, there are 12 syllabi, some of which are accompanied by a sample teaching lesson or module. Course topics include the following: educating toward a global perspective; ethnic and cultural awareness; comparative education; culture and education; social and cultural influences on education; multicultural education for the elementary teacher; reading and the culturally different child; a geographic approach to global perspectives; global habitat; and global comparisons of world civilizations since 1500. The sample teaching lessons treat many topics such as learning about other cultures through literature, sources of prejudice, how folktales are a reflection of culture, and the future on film. Each syllabus contains information concerning the purpose of the course, objectives, and course structure and organization. One-third of the publication consists of a bibliography. (RM)

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TEACHING GLOBAL PERSPECTIVES:
SYLLABI AND MODULES
FOR UNIVERSITY COURSES

Edited by

Harold J. Sylwester

These materials were developed under a grant from the United States Department of Education and with the support of Central Missouri State University, Warrensburg, Missouri. Neither, however, is responsible for the content of the materials.

1983

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THE CONTRIBUTORS

Salathiel Ansah: Assistant Professor, Department of Secondary Education, Mississippi Valley State University, Itta Bena, Mississippi. A native of Ghana, Professor Ansah received his B.A. degree with a major in English language and literature from the University of Ghana. He received the M.A. and Ph.D. degrees in education from Southern Illinois University, Carbondale.

Arthur Barbeau: Professor of History and Director of the School of Social Sciences, West Liberty State University, West Liberty, West Virginia. Professor Barbeau received his undergraduate and graduate degrees from the University of Pittsburgh, where he specialized in United States history.

Elizabeth Baricevic: Professor, School of Professional Services, Eastern Oregon State College, La Grande. Professor Baricevic received the B.A. degree with majors in Spanish and French from Marylhurst College, Marylhurst, Oregon, the M.A. degree in Spanish from Columbia University, and the Ph.D. degree in Romanic languages from Stanford University. She is actively involved in bilingual education.

Stanley Bochtler: Associate Professor of Education and Chairman, Division of Education, Buena Vista College, Storm Lake, Iowa. Professor Bochtler received his undergraduate and graduate degrees from Southern Illinois University, Carbondale, where he majored in elementary education and curriculum and instruction.

Sandra Bone: Associate Professor, Department of Elementary Education, Arkansas State University, Jonesboro. Professor Bone received her bachelor's and master's degrees from Arkansas State University and received the Ph.D. degree from Michigan State University, where she specialized in elementary education and children's literature.

Dietrich Buss: Associate Professor of History and Chairman, Department of History and Geography, Biola University, La Mirada, California. Professor Buss received his undergraudate degree from Biola, his M.A. degree in the social sciences from California State University, Los Angeles, and the Ph.D. degree in history from Claremont Graduate School.

Keith Collins: Associate Professor of History, California State University, Long Beach. Professor Collins received the B.A. and M.S. degrees from Indiana University where he majored in government and history. He received the Ph.D. degree in United States history from the University of California, San Diego.

Eugene Gallagher, S.J.: Professor of Education, Creighton University, Omaha, Nebraska. Professor Gallagher received his undergraduate and graduate degrees from St. Louis University. He majored in the classics and as a graduate student specialized in English and education.

Alvin Howe: Associate Professor, Department of Teacher Education, California State University, Hayward. Professor Howe received his B.A. degree from Hanover College, Hanover, Indiana, the M.A. degree in elementary education from Western Kentucky University, and the Ph.D. degree in curriculum and instruction from the University of Southern Mississippi.

Surendra Mathur: Associate Professor of Geography, Alabama A.&M. University, Normal. Professor Mathur received the B.A., M.A. and Ph.D. degrees from the University of Agra in India. Prior to coming to the United States, he taught for twenty-one years at the University of Kanpur in India. He has served as a consultant to the World Bank.

Mary Reap, I.H.M.: Associate Professor of Education, Marywood College, Scranton, Pennsylvania. Professor Reap received the B.A. degree with majors in Spanish and English from Marywood College. Her M.A. degree is in Spanish and is from Assumption College, and she received the Ph.D. degree in curriculum and instruction from Pennsylvania State University. She has served as the president of the Pennsylvania Association for Bilingual Educators.

Rita Schmitz, C.S.J.: Associate Professor of Education, Fontbonne College, St. Louis. Professor Schmitz received her undergraduate degree with a major in home economics from Fontbonne College. She received the M.S. degree in home economics education from Southern Illinois University and the Ph.D. degree in family and child development from Ohio State University.

Harold J. Sylwester: Associate Professor of History, Central Missouri State University, Warrensburg. Professor Sylwester received the B.S. degree from Concordia College, Seward, Nebraska, the M.Ed. degree from the University of Oregon, and the M.A. and Ph.D. degrees in United States history from the University of Kansas. He directed the eight week summer institute "Teaching Global Perspectives."

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FOREWORD

The materials in this publication are an outgrowth of the institute "Teaching Global Perspectives," which Central Missouri State University hosted during the summer of 1982 under a grant from the United States Department of Education. Its primary purpose was to develop course syllabi and modules to integrate global education into the teacher education programs of universities and colleges.

Twelve professors from institutions throughout the United States attended the institute. They represented schools as large as California State University, Long Beach, which has nearly 30,000 students, and as small as Fontbonne College, St. Louis, which has fewer than 1,000 students. One of the participants was born and educated in India, where he earned his doctorate and studied urban slums; another was a native of Ghana, where he received his baccalaureate degree; and a third lived in Japan for eleven years, where his parents were serving as missionaries. Other participants had traveled abroad extensively, and two of them have been actively involved in bilingual education. The group included persons with doctorates in education, geography, history and Romanic languages.

The institute was directed by Harold Sylwester, an associate professor of history at CMSU. He has taught at the elementary and junior high school levels, has graduate degrees in education and history, and has been involved in global education since 1975. He teaches history and methods courses in social studies, including "Teaching About the World and Its People." Other staff people for the institute included

five professors from CMSU: Catherine Tisinger, CMSU's provost and vice-president for academic affairs, who has traveled widely in southeast Asia and has lived and done research in India and Nepal; John Hess, an associate professor of biology, who presented materials on topics and issues related to science; Billy Hu, an associate professor of sociology, who was born in mainland China and educated in Taiwan; Ron Long, an associate professor of English, who has studied and taught in Uganda; and Miles Williams, an associate professor of political science, who has served in the Peace Corps, done research and taught in Latin America. Others who made presentations included a high school teacher, who teaches the course "The Cultures of the Middle East and Asia"; a couple who has served as lay missionaries to New Guinea for over twelve years; a representative of "People-to-People, International" of Kansas City; and James B. Tumy of the Region VII office of the United States Department of Education. His office collects materials which teachers from throughout the United States have developed for their bilingual education programs. Participants in the institute also visited the Nelson Art Gallery in Kansas City, which has a world famous collection of oriental art.

During each of the eight weeks of the institute attention focused on a topic such as "Global Education: An Overview" or "Studying Other Cultures," or on a major area of the world and related issues. When the focus was on Africa, the issues were energy and the environment; on Asia, food and population; on Latin America, modernization, urbanization and emigration to the United States; and on the Middle East,

disarmament, conflict resolution and peace studies. For each week there were reading assignments, presentations by the staff and resource people, films and other audio-visual aids, and a wide variety of curriculum materials, many of which were designed for use in precollegiate classrooms. The materials were provided by area studies centers at American universities and by organizations such as Global Perspectives in Education of New York, the Center for Teaching International Relations at the University of Denver, and the Population Reference Bureau. The extension center at Iowa State University lent its "Culture Kits" on Mexico, Nigeria and the Middle East. Each week there was an "Emphasis Day" when educators enrolled in the CMSU summer session could examine the curriculum materials related to the area and issues being considered.

What follows, then, is an article by Sylwester, "Global Education: What Is Involved?", and the syllabi and modules written by the participants in the institute. These reflect the academic disciplines, as well as the experiences and interests, of the various authors. There are syllabi for courses specifically designed to teach global perspectives, while others would do so through courses in children's literature, comparative education, geography and history. Those modules designed for a specific syllabus are placed with it. The three remaining modules follow the syllabi. These materials are presented in the hope that they will be helpful to professors who want to revise an existing course or design a new one in global education.

GLOBAL EDUCATION: WHAT IS INVOLVED?

Harold J. Sylwester
Central Missouri State University
Warrensburg, Missouri

Advocates of global education do not seek unanimity on the meaning of the phrase. Instead, they emphasize how global education differs from the traditional approach to teaching about the world. In the past students have learned about other peoples and places in history and geography classes, or in social studies programs which integrated materials from all of the social sciences. The specific content often depended upon the age of the students. Children in the primary grades studied about the family, the home and the community. Comparisons were made with similar units worldwide, but educators generally considered distant places too far removed, too much of an abstraction, for primary children. Students in the middle grades and in junior high schools learned about their state, the United States, the "other" Americas, and Europe. If Asia, Africa and the Middle East received attention at all, they tended to be considered as a part of European history. The traditional high school curriculum followed a very set pattern. Freshman studied civics and citizenship; sophomores had world history, which was a survey of the ancient, medieval and modern worlds, with perhaps a mention of contemporary affairs; juniors had a second exposure to United States history; and seniors could enroll in electives, the most popular being current events. Some students participated in pen-pal exchanges with their counterparts in other countries, and a few American high school students even studied abroad for a year.

The perspective of the traditional curriculum tended to be very ethnocentric. Students learned to judge other cultures largely in terms of Judeo-Christian ethics; to prize development, often to equate science and technology with progress and civilization; and to accept American capitalism and democracy as systems that foreigners would do well to emulate. Given the overall approach, students at best learned about other cultures.

The social studies curriculum undoubtedly would have changed, but developments in the 1960's accelerated the process. During the previous decade Americans had become increasingly dissatisfied with public education, a mood reflected in the popularity of Why Johnny Can't Read. The leap of the Soviet Union into the space age with the launching of Sputnik reinforced the American belief that its schools were failing. World leadership in science and technology seemingly had passed from the United States to the Soviet Union. Embittered relations between the United States and the Soviet Union, due largely to the Cold War, added to the anguish. Americans reacted by demanding higher academic standards throughout their educational system. Locally, school districts began special classes for the intellectually gifted, while nationally Congress passed the National Defense Euucation Act. It provided money for curriculum development at the precollegiate level, especially in the sciences, mathematics and foreign languages. President Lyndon Johnson's Great Society program provided much more money for curriculum development, and it was distributed more equitably. Universities and non-profit organizations received grants, for example, to develop new social studies programs for the precollegiate level.

The new programs, with their multi-media kits and materials designed to teach critical thinking, the "inquiry" approach, and "value clarification," reflected the ferment of the 1960's. Some included a variety of viewpoints on controversial issues related to civil rights, ethnic awareness, sexual equality and the Vietnam war. Others presented topics such as population, food, energy, the ecology and the environment from the perspective of different cultures. The new programs led students to consider how the arms race, computer technology, the moon landing, satellite communication and a host of other developments could affect their lives and change society. These new programs undercut the pattern of the traditional social studies program, which was further weakened in the 1970's as school boards reduced requirements or allowed them to be fulfilled through a great variety of elective courses. The changes may well have diluted the social studies curriculum, but they also broadened its content, pushing it in the direction of global education.

Global education benefited, too, because the availability of federal grants enabled more universities to develop area studies centers on Asia, Africa, Eastern Europe and the Soviet Union, Latin America and the Middle East. To receive money, however, these centers had to establish outreach programs, which they frequently did by preparing materials and conducting workshops for precollegiate teachers. Such undertakings often represented the combined efforts of subject matter experts, curriculum specialists and classroom teachers. Care was taken to present topics from the viewpoint of the area being studied. Universities with more than one area studies centers occasionally published materials that examined an issue from the perspective of several different cultures simultaneously. The area studies centers also aided teachers by publishing newsletters that evaluated commercially prepared materials, provided bibliographies,

reviewed books, identified sources of free and inexpensive materials, and listed conferences, programs, television specials and other opportunities for teachers to increase their knowledge about an area.

Complementing the efforts of the university area studies centers were organizations such as the African-American Institute, the Asian Society and the Middle East Studies Center, as well as university centers and other organizations which promoted global education more directly. For example, the Center for Teaching International Relations (CTIR) at the University of Denver published series for elementary and secondary schools on environmental education and on ethnic, cultural and comparative studies; the Mershon Center at Ohio State University produced "Columbus and the World," a model for teaching the concept of interdependence; and Global Perspectives in Education of New York began to publish Intercom, a quarterly devoted to global education. Even some local school districts received federal grants to develop global education programs.

That global education has gained broad support is clearly evident. State departments of education have prescribed courses of study or have suggested how it might be infused into the curriculum; the National Council for the Accreditation of Teacher Education requires its member institutions to include a multicultural component in their teacher education programs; and both the American Association of Colleges for Teacher Education and the North Central Association of Colleges and Schools have published volumes on multicultural education. These stress that an educational system must provide programs that meet the needs of different ethnic, racial and language groups within a society, and that prepare students to live in harmony with people of another age group or who have handicaps.

Supporters of global education believe that it should be a part of the entire curriculum. Art on display might include pieces from non-western cultures. Assemblies might feature performances by people from other nations or various ethnic groups. Library and audiovisual acquisitions might include materials prepared from a non-western viewpoint. Just as science classes generally have presented the metric system as something useful, if not highly desireable, so classes in art, music, literature and physical education might draw upon other cultures in a positive manner. The goal must be to develop understanding and respect, not to degrade or to glorify another culture.

A global education program includes the study of all areas of the world. Each of them merits attention simply because it exists. Other reasons for studying an area might be because it trades with the United States or because its people have come to America and thereby have enriched the culture of the United States. If a continent such as Africa is too diverse and complex for elementary children to study, they could study countries and cultures which taken together are representative of the whole. The content should always emphasize what is significant in terms of the country or area being studied, rather than what is important in terms of United States history or western civilization. American students should not, for example, begin their study of Japan with the arrival of Commodore Matthew C. Perry or their study of Africa with the explorations of David Livingston. Introducing American students

to the Middle East by telling them that it is the birthplace of Judaism and Christianity is not the way to begin.

Advocates of global education stress the need for far greater care in presenting information about other cultures than has been shown traditionally. One might begin by pointing out what people worldwide have in common: namely, basic needs such as food, shelter and medical care; feelings such as anger, hate, love and sorrow; and a variety of relationships. The fact that people within a specific culture might fulfill their basic needs, express their feelings and develop relationships in ways which might appear strange to Americans is an opportunity to stress that diversity enriches humankind. Teachers should help students to realize that each society has customs, laws, political ideals, religious beliefs and other ingredients which form the cocoon from which its people view the world. Teachers should emphasize that these ingredients usually are understandable given the country's "fabric of culture," while also acknowledging that every culture has aspects which may in fact defy logic. How does one explain logically, for example, why many American brides at the conclusion of their wedding receptions throw their bouquets for one of their eagerly awaiting bride's maids to catch? Other cultures should be presented in such a way as to foster a willingness to learn from them. In Asia: Teaching About/Learning From, Seymour Fersch suggests how this might be done at different grade levels. Finally, the study of another culture should be balanced. Every culture has its strengths and weaknesses, its

advantages and disadvantages. Perhaps the greatest challenge to a teacher is to simplify the materials while also avoiding stereotypes and the inadvertent use of pejorative terms. References to "huts" and "tribal warfare" when teaching about Africa will perpetuate images which will mislead students.

Global education also emphasizes the growing interdependence of the world and the possible far-reaching effects of local events. Frost in Brazil raises coffee prices in the United States; and when world oil prices skyrocket, American cars shrink. The extent to which the United States is dependent upon other nations is evident in the fact that it receives more than ninety percent of its diamonds, natural rubber, manganese, cobalt, bauxite, chrome and platinum from overseas. A corollary to interdependence is the idea that the world is composed of many complex systems, each of which has numerous subsystems. Burning coal gives energy to one area but acid rain to another; and if one nation permits its people to kill too many whales, all nations will suffer the consequences. The policies of the United States government regarding the stockpiling of a mineral such as copper can have a tremendous impact on a country such as Chile.

American students need to be made aware that the experiences of the United States as a developing nation one hundred years ago generally are not applicable to developing nations today. At that time an increasing population was an advantage rather than a disadvantage; and government expenditures for social services were almost non-existent, while today

they consume a significant portion of a nation's budget, especially in a developing nation. Few Americans realize that even though the United States had few overseas possessions, colonialism benefited it greatly by providing it with relatively cheap natural resources, often at the expense of areas now trying to develop; or that throughout much of their history Americans wasted great amounts of natural resources and still had more than they needed. Today government leaders, industrialists and people generally realize that whatever the cost, industrial development must provide for adequate pollution control and waste disposal. No nation wants to be confronted with a tragedy such as the United States must deal with in dioxin poisoned Times Beach, Missouri. Moreover, if the developing nations would achieve a standard of living approaching what Americans enjoy, the drain on the world's resources would be catastrophic. Assuming that other nations do want to be like the United States overlooks the fact that many of them must first achieve adequate food, water, housing and medical care for their people.

As stated previously, in contrast with the traditional approach to teaching about the world, global education includes topics such as disarmament, energy, the ecology, the environment, food, pollution and population control. Each is seen as a challenge confronting the world, rather than as an insurmountable problem. Courses of action are evaluated from a global perspective, even when the urgency for dealing with a challenge is more national than international. Because action should be based upon knowledge, students need to learn the "basics," including skills such as identifying a problem, evaluating resources, gathering information,

organizing and presenting materials and drawing conclusions. In global education the future is not a far distant time, but the emerging present. What an individual does can influence it, but always allowances must be made for unanticipated effects.

The advocates of global education do not ignore world realities. They do not condone, for example, Soviet actions in Afghanistan, Poland or elsewhere. Rather, they emphasize that emotional rhetoric seldom promotes understanding or helps the decision making process, and that well informed and sincere individuals do disagree on what United States' foreign policy should be. Steps in conflict resolution are taught, such as the need to recognize different viewpoints and options, to identify the merits of each and to reach agreements based upon consensus. What is true in interpersonal relations is also true internationally. Nations dare not let their differences escalate into a nuclear war.

One way to define global education is to do so in terms of the broad concepts and themes to be taught. The committee responsible for the "Global Education-Minnesota" project has done this, drawing upon Robert G. Hanvey's stimulating paper "An Attainable Global Perspective," and the programs and materials of Global Perspectives in Education, the CTIR and the "School Improvement Through Global Education" project of the North Central Association and the Kettering Foundation. According to the Minnesota committee, global education involves developing effective working relationships and understanding diversity, the world as a series of interdependent systems, the nature and process of change, the prevailing world conditions and the emerging global trends.

There are many readily available resources for teachers who want to learn more about global education or to begin a program. A good starting point is "The Global Connection," a thirty minute film produced by the National School Boards Association, or the series of articles on "Education With A World View" in the November, 1981, Principal. These articles, along with a few others and a brief bibliography, are also available in Getting Started in Global Education: A Primer for Principals and Teachers, edited by H. Thomas Collins and Sally Banks Zakairya. A very helpful book is Schooling for a Global Age, edited by James Becker. It, too, is a series of articles, but also includes a six-part, ninety-page bibliography. The ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colorado, has reference and fact sheets describing resources and materials on global education.

For help in teaching about a specific geographic area or culture, one should contact the area studies centers at major universities. Examples of these are the African centers at Michigan State University and the University of Illinois; the Asian centers at the University of Michigan and the University of Washington; the Latin American centers at the University of Florida and the University of Illinois; the Middle East centers at Harvard University, the University of California, Los Angeles (UCLA), and the University of Washington; and the Soviet Union and the East European centers at Ohio State University and the University of Washington. The Curriculum Inquiry Center at UCLA has published teacher resource handbooks on specific areas of the world. Teachers would also find useful books such as the one by Fersh and The Middle East: The Image and the Reality, edited by Jonathan Friedlander.

Issues of Social Education, the journal of the National Council for the Social Studies, have included sections such as "Teaching About the Middle East," and Intercom has devoted entire issues to topics such as "Global Perspectives Through Asian Experiences." The Council on International and Public Affairs has a "World Culture Series" for high school and university students. These books have carefully selected readings which enable students to view different cultures through the eyes of their members.

On topics such as arms control, energy, food and population there are also many, many resources. To become acquainted with these one should first consult the extensive bibliography in Schooling for a Global Age. An issue of Intercom often focuses on a topic such as those identified, providing activities, articles, bibliographies, resources and other helps. Helpful, too, are the activity oriented publications of the CTIR and the materials available from groups such as the Population Reference Bureau and commercial outlets such as World Eagle, Wellesley, Massachusetts. The United States Department of Energy has publications such as A Solar Energy Curriculum for Elementary Schools.

Global education has become a part of the curriculum of American schools because increasingly parents, teachers, and the general public have realized that all nations have become more and more interdependent. Each day, too, unfortunately, the challenges confronting the world have become more complex and pressing. Students need to realize that just as they are members of a family and of a society, and have loyalties to each as well as to their state and nation, so too they are members of the human family populating the planet earth. When the weapons of war

can destroy the globe, its inhabitants must learn to live in peace; and when the population explosion in the poor nations and the life-styles in the more affluent ones are rapidly depleting the nonrenewable resources essential to all, then worldwide cooperation is imperative. The earth when viewed from the moon is not a plant divided by cultures, economic systems, national boundaries, political ideologies, racial origins, religious beliefs or social classes. Preparing students to live in the "global village" of the twenty-first century is what global education seeks to do.

EDUCATING TOWARD A GLOBAL PERSPECTIVE

Rita Schmitz
Fontbonne College
St. Louis, Missouri

Purposes:

1. To expose students to definitions which will deepen their understanding of global perspectives.

2. To assist students in developing competencies for perceiving, believing, evaluating and behaving in different cultural settings.

3. To help students develop analytical and evaluative abilities to confront issues such as chauvinism, racism and sexism.

4. To enable students to clarify their values regarding cultural differences and similarities.

5. To assist students in examining the dynamics of diverse cultures and the implications for teaching strategies.

6. To help students develop appropriate teaching strategies for diverse learning styles.

Objectives - As a result of this course students should be able:

1. To differentiate between cultural and ethnic membership.

2. To define multicultural education, especially terms such as bias, chauvinism, culture, discrimination, elitism, pluralism, prejudice, racism, sexism and stereotype.

3. To identify and analyze current issues in multicultural education.

4. To compare values and behaviors of individuals in at least five different cultural settings.

5. To identify values related to human interaction within a variety of cultures.

6. To evaluate textbooks, media and resource materials in terms of their multicultural components, especially the extent to which they reflect chauvinism, racism and sexism.

7. To articulate their identities as cutural beings who have roots in a partcular culture, but whose humanity transcends culture because they are also global citizens.

8. To evaluate their attitudes and behaviors as members of a pluralistic society.

9. To demonstrate an appreciation for the cultural contributions of others.

10. To discuss multicultural components synthesized from other university courses.

11. To describe and generalize about the world as an interdependent community comprised of cultures with more similarities than differences.

12. To analyze case studies and then select learning styles which will enhance individual learning.

13. To formulate, apply and evaluate appropriate teaching strategies for at least three diverse cultures.

14. To develop a unit to introduce global perspectives to a specific age group.

15. To facilitate positive intercultural interaction.

16. To communicate effectively in intercultural situations.

17. To explain the dynamics of group interaction in intercultural situations.

Course Structure and Organization:

I. Overview and Planning (1 class period)

Filmstrip: "How To Study Culture," United Learning, 6633 West Howard St., Niles, IL 60648

II. Interdependence (4 class periods)

Readings: Ferguson, pp. 4-6; and King, "Global Education" and "The Classroom in a Global Age."

III. Attitudes, Values and Cultural Identities (5 class periods)

Reading: Samovar, et al., ch. 2

Activities and Class Discussion Based Upon the Following Handouts:

"Creating a Culture Kit," International Resource Center, E.O. Building, Iowa State University, Ames, IA 50011
James S. Taylor,"A Cultural Inventory," Wilkit 101, Bilingual/Bicultural WILKITS, Box 1302, Weber State College, Ogden, UT 84408.

"Global Awareness Quiz," World Federalists Association of St. Louis, 8894 Berkay Ave., Jennings, MO 63136

IV. Evaluating Textbooks for Chauvinism, Prejudice, Racism and Sexism (3 class periods)

Readings: Council . . . , Bulletin; and McGinnis, chs. 4 and 5

V. Multicultural Course Components (2 class periods)

Activities and Class Discussion Based Upon the Following Handouts:

"Think Sheet," Rita Schmitz, Department of Education, Fontbonne College, St. Louis, MO 63105

Landrum R. Bolling, "How One Campus Reflects the World," Council on Learning, Education for a World View Project, The Role of the Scholarly Disciplines. New York: Change Magazine Press, 1980, pp. 8-12.

"Explication of the Goals," Human Relations Guide 1: Inter and Intracultural Education. St. Paul, MN: State Department of Education, 1974, pp. 1-3.

"Conceptual Framework," Equal Rights: An Intergroup Education Curriculum. Harrisburg, PN: State Department of Education, 1974, pp. 11-16.

VI. Learning Styles and Teaching Strategies (5 class periods)

Reading: Roberts and Akinsanya, eds.

Activities and Class Discussion Based Upon the Following Handout:

"Observation Guide for Groups," Rita Schmitz, Department of Education, Fontbonne College, St. Louis, MO 63105

VII. Simulation Games and Scenarios (5 class periods)

Readings: Adler, Fischer, Oberg and Ruben

VII. Discuss Units (3 class periods)

Reading: Nesbitt

The course might also include activities, assignments and discussions such as are described in the following module. It is concerned primarily with Purpose 4 and with Objectives 4, 5, 7, 8 and 9, and would require approximately seven class periods.

TEACHING MODULE ON VALUES, ATTITUDES AND CULTURAL IDENTITIES

Rita Schmitz
Fontbonne College
St. Louis, Missouri

Day 1

Assignment: Prior to the class period, the students should be divided into several groups. Each group will take a subject such as leisure, housing or eating habits and discuss how it is approached in a city or area with which the students are acquainted. The students should be urged to consider the extent to which factors such as cultural heritage and physical environment have determined the patterns which have developed.

Activity: Each group will present in class the main points of its discussion. Questions which might be raised would include: "How would the lack of trees affect housing and recreation in an area?" Each group or the class might develop a "value profile" of the inhabitants of the city or area being considered.

Day 2

Assignment: Each student will conduct an intercultural interview using Taylor, "A Cultural Inventory." The student should be prepared todiscuss the conduct of the person being interviewed in terms of each of the seven categories; to give examples of insights he or she gained from the interview; and to evaluate his or her cross-cultural communication skills by explaining which communication functions were revealed and which questions were most effective.

Activity: Discuss in class the results of using "A Cultural Inventory."

Day 3

Assignment: Select two students to assist in setting up the simulation: "The Albatross."

Activity: Use the simulation "The Albatross."

Day 4

Activity: Debrief "The Albatross" simulation. Have the students reflect silently upon their experience. Have them note their impressions of the type of place they have visited, how they felt and what the people were like. The students should be able to discuss the consequences of "value projection."

Day 5

Activity: Hand out "Creating a Culture Kit" and discuss. Give students time to decide what specific items they would include in a culture kit. Students might work in groups.

Assignment: Each group is to develop a culture kit and be prepared to justify its selection of items.

Day 6

Activity: Class presentation and discussion of "Culture Kits."

Assignment: In preparation for Day 7 read "Culture Capsule Packet" to gain insights concerning cross-cultural values in terms of social amenities and verbal and nonverbal communication skills. For the address see Bibliography, Taylor.

Day 7

Activity: Discuss in class the "Culture Capsule Packet." What attitudes and behaviors are evident? Divide the students into pairs and have each pair complete the cross-cultural analysis exercise. Discuss the results with the entire class.

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Unmarked Materials are for Both Teachers and Students

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GLOBAL PERSPECTIVES AND ETHNIC AND CULTURAL AWARENESS
(3 semester hours)

Keith Collins
California State University
Long Beach, California

Purpose:

To introduce students preparing to teach high school social studies to global perspectives, emphasizing especially ethnic and cultural awareness.

Objectives - As a result of this course students should be able:

1. To identify and understand concepts from the various social sciences which are related to a "global perspective."

2. To use the communication, research and study skills that help one to understand global interaction and interdependence.

3. To identify the needs and feelings which people have in common, while also appreciating cultural diversity.

4. To state clearly their own values and those of their society.

5. To understand better how economic, educational, political and social developments relate to national and international affairs.

6. To participate more effectively in society, both as individuals and as members of a variety of groups.

Course Structure and Organization:

The outline is divided into four major parts, each with several subtopics. Then follows a series of statements which suggest what might be emphasized in lectures and discussions. For each major section of the course there will be reading assignments from the bibliography.

Each student will write a 5-10 page paper, either on one of the subtopics given or on one he or she chooses. The paper should focus on information such as is suggested by one or more of the statements under each major part of the outline.

At the conclusion of the bibliography is a brief listing of publications which provide activities for teaching global perspectives, especially as related to ethnic, racial and cultural awareness.

I. Ethnic and Racial Awareness (Focus on the United States)

A. Ethnic Identity and Conflict
B. Ethnic Pluralism
C. Ethnic Studies
D. Ethnicity and Race
E. Language, Ethnicity and Education

1. Identify the major racial and ethnic groups in the United States, giving examples of demographic patterns.

2. Discuss various patterns of accommodation, assimilation and amalgamation. Which did or did not occur? Why?

3. Describe the characteristics most commonly ascribed to different ethnic and racial groups. What is a stereotype?

4. Discuss the roles and contributions of ethnic and racial groups in the immediate area, the state and the region, as well as in terms of the United States generally.

5. Analyze the relationship among ethnic and racial groups, including the conflicts which divide them.

6. Give examples of the effects of the suppression of ethnic minorities and of racial segregation.

7. Discuss the changing roles of ethnic and racial groups.

8. Identify ways to resolve peacefully the conflicts involving ethnic and racial groups.

9. Discuss one's own sense of ethnic and racial identity.

10. Identify the approaches, issues, materials, methods, problems and resources in teaching ethnic and racial awareness.

11. Relate what has been learned to the study of cultural groups outside of the United States.

II. Cultural Awareness (Focus on the World)

A. Cultural Diversity
B. Aspirations, Dignity and Needs Defined Culturally
C. The Individual, the Group and the Society
D. Socialization
E. Customs, Traditions and Morality
F. Education and Religion
G. Food and Housing
H. Communication and Transportation
I. The "Fabric of Culture"

1. Introduce the world as a sphere with many ethnic, racial, linguistic and religious groups which alone and together form different cultures and nations.

2. Identify the major cultural regions of the world and some values and beliefs which characterize each. What is a stereotype?

3. Give examples of how human relationships are affected by the family and group structures within a culture.

4. Identify customs, traditions and values unique to a culture, and discuss topics such as morality and religion in terms of that culture.

5. Identify common human needs such as food and shelter which might be fulfilled differently because of cultural differences.

6. Discuss how different cultures resolve internal conflicts and how a procedure might affect the resolution of conflicts among cultures.

7. Give examples of how an ethnic or racial group might change from one culture to another.

8. Introduce students to scholarly literature in the field of comparative cultures.

9. Identify approaches, issues, materials, methods problems and resources for teaching cultural awareness.

III. The Role of Government

A. Authority and Order
B. Democratic Values
C. Justice and Freedom
D. Rights and Responsibilities
E. Comparative Systems
F. International Relations
G. War and Peace

1. Identify ideologies and systems which societies adopt to achieve their economic, political and social goals.

2. Give examples of how political systems operate differently in attempting to fulfill common human needs.

3. Give examples of how concepts such as democracy, freedom, justice and rights are interpreted differently in different cultures.

4. Identify the more prominent international organizations and groups and discuss their roles in world affairs.

5. Describe how culture might affect the conduct of diplomacy.

6. Explain terms such as "developed," "developing," "bi-polar," "Third World," and "North-South," especially as they are used to characterize nations and to identify power blocs.

IV. Society and Economics

A. Interdependence
B. Resources and Scarcity
C. Society and the Environment
D. The Impact of Technology
E. Traditional Societies and Modernization
F. Political and Social Transition

1. Identify and locate the world's major resources, especially those related to food, energy and building materials.

2. Introduce the concept of scarcity, limited resources but unlimited wants.

3. Examine questions related to priorities. "How does a society make choices and allocate its resources to meet the competing demands and needs of its citizens?"

4. Consider how human creativity and intelligence might affect the use of minerals, soil, wood and water; or enable a society to rely more on a resource such as solar energy.

5. Introduce topics such as conservation, ecology, environment, pollution and waste disposal, especially as they relate to developments such as population and industrialization.

6. Discuss the role of groups, governments and international bodies in protecting the environment. What are the approaches, issues and problems?

7. Introduce the concept of interdependence and relate it to cooperation among individuals, groups and nations.

8. Analyze the extent to which individuals and societies rely upon and benefit from international trade and the products and resources of other nations.

9. Discuss how the value system of a culture might be affected by an increased reliance upon technology.

10. Define modernization and discuss the process in terms of a specific nation.

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Activity Oriented Publications, K-12

Center for Teaching International Relations. Denver: University of Denver.

Comparative Studies:	A Comparative View of Communications
	A Comparative View of the Roles of Women and Men
	Comparative World Issues for Grades 1-12
	Death: A Part of Life
	Police
	Teaching About Aging
Cultural Studies:	Images of China
	Teaching About Conflict: Northern Ireland
	Teaching About Cultural Awareness
	Teaching About Diversity
	Teaching About Perception
Environmental Education:	Teaching About Food and Hunger
	Teaching About Population Growth
	Teaching About Population Issues
	Teaching Energy Awareness
Ethnic Studies:	Teaching About Ethnic Conflict
	Teaching About Ethnic Heritage
Global Awareness:	Global Issues: Activities and Resources for the High School Teacher
	Teaching About the Consumer and the Global Market Place
	Teaching Global Awareness Using the Media
	Teaching Global Awareness with Simulations and Games

Intercom. Global Perspectives in Education New York;

Each issue of this quarterly focuses on a topic related to the teaching of global perspectives, K-12.

TEACHING GLOBAL PERSPECTIVES
(5 quarter hours)

Elizabeth Baricevic
Eastern Oregon State College
La Grande, Oregon

Purposes:

1. To introduce students to the concept of global education and how it relates to the university curriculum.
2. To make students more aware that the earth is a "global village."
3. To help students recognize stereotypes and to develop positive attitudes towards other cultures.
4. To acquaint students with materials for global education, K-12.

Objectives - As a result of this course students should be able:

1. To identify ways in which an individual and all people are a part of the global society.
2. To define global perspectives and to give examples of how the views of people might differ because they live in different cultures.
3. To explain how issues such as energy, food, population, pollution, peace and conflict resolution relate to the concept of interdependence.
4. To identify the attitudes and skills necessary for problem solving in an interdependent world.
5. To understand that culture may lead people to fulfill common needs in different ways; and that Americans can learn from other societies.
6. To understand terms such as cultural empathy and cross-cultural awareness, relating them to specific attitudes and skills.
7. To give examples of how a language system can affect a society's mode of expression and way of thinking.
8. To explain and give examples of how literature and folklore can increase one's knowledge and appreciation of another culture.
9. To identify approaches, activities, materials and resources for global education, K-12.

Course Structure and Organization:

I. Organization and Introduction

A. Film: National School Boards Association, "The Global Connection." After viewing and discussing this film, students might write brief reaction papers to help them clarify for themselves some of the concepts, terms and issues related to global education. Similar papers might be required in response to other films and to the reading assignments.

B. Each student will prepare a unit for teaching global perspectives at either the elementary or secondary level. The unit might focus on teaching about a culture or a specific issue, or it might be much broader. Throughout the course, time should be taken to discuss how the material being considered might be integrated into a teaching unit.

II. Defining "Global Perspectives"

A. Read Becker, 111-151 and 153-184; Collins and Zakariya or "Education With a World View"; Hanvey; and Skeel.

B. The discussions and class activities with each reading assignment should be designed to clarify the concepts, terms and issues related to global education.

III. Identifying Topics of Global Concern

A. Examine issues of the quarterly publication Intercom. Read and be prepared to report on the articles and activities in one which deals with a global concern such as conflict resolution, disarmament, the ecology, energy, food, pollution or population. Such activities might be included in the units which the students are preparing.

B. Do in class some of the activities the students describe or found in Global Rescue or Nesbitt.

IV. Interdependence

A. Read and be prepared to discuss at least one of the following. Each contains activities which might be included in a unit.

Anthros
"Columbus (Ohio) in the World/The World in Columbus"
"How to Bring the World into Your Classroom"

B. In class do activities such as "Discovering Family Origins," "Identifying Your Links to the World," "Discovering Global Links Through Your Local Classified Telephone Directory," and "Global Links in the Local Newspaper."

V. The Study of Culture

A. Read Hall, Beyond Culture, 1-24, 57-84, 189-212 and 223-240. Two excellent videotapes are Bostain, "How to Read a Foreigner" and Olguin, "Comparative Cultures I." However, because these videotapes may only be available at Eastern Oregon College, students might be assigned to read one of the following:

Cross-Cultural Learning;
"Cross-Cultural Understanding";
Fersch;
Kenworthy;
Kluckhohn;
Smith, Cultural Awareness;
Smith, Ethnic Heritage.

B. In class do a simulation such as Shirts, Bafa Bafa or Rafa Rafa.

C. Introduce students to "Culture Kits" and "Culturgrams." Students in groups of three or four might develop a "Culture Kit" or write a "Culturgram" using American society and the United States as the subjects to be described.

D. Identify the various foreign cultures represented on the university campus and discuss how Americans might gain insights into other cultures through interviews, class presentations, casual exchanges and activities related to art, dance, music, recreation and religion.

VI. Other Cultures Through Literature

This topic might be covered in a few class periods or through the 10-14 day module which follows this syllabus. See the module for possible objectives, assignments and resources.

VII. Evaluation

A. Presentation and evaluation of units assigned in "I, B."

B. Defining "Global Perspectives."

C. Oral and written evaluation of the course.

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The following module might be inserted as part "VI" of the above outline or it might be used separately.

MODULE: OTHER CULTURES THROUGH LITERATURE
(10-14 class periods)

Elizabeth Baricevic
Eastern Oregon State College
La Grande, Oregon

Purpose:

To increase the students' knowledge and appreciation for non-western cultures.

Objectives - As a result of this module students should be able:

1. To discuss how literature reflects the feelings of people in different cultures.

2. To give examples of universal human traits and needs which are expressed differently in different cultures.

3. To identify factors which may unite people even though they live in different cultures.

4. To appreciate that values and views often are affected by environmental, economic, social and other factors.

5. To give examples of American literature which present a particular view of the United States.

6. To explain a development or a situation from the perspective of a variety of cultures.

Module Structure and Organization:

I. Using Audio-visual Resources to Study Other Cultures

A. African Studies Program, University of Illinois, has many films on Africa for rent. These include, for example, "Africa Today."

B. American Universities Field Staff, "Faces of Change" Series. The twenty-five films in this series examine peasant societies in Afghanistan, Bolivia, Kenya, Taiwan and along the China coast. The themes covered are "Rural Societies," "Education-Socialization," "Rural Economics," "Women" and "Political-Religious Beliefs."

C. Aramco, "The Kingdom of Saudi Arabia," slide-tape.

D. CBS Reports, "Misunderstanding China." This film portrays the development of stereotypes in the United States towards Chinese-Americans and towards China.

E. "Doing Business in Japan: Negotiating with the Japanese." A film available from the East Asia Center, University of Washington, Seattle.

F. "Things Fall Apart" (Africa), TV Cinema Sales, Beverly Hills, California.

In using the above materials and other films, students might be required to write brief reaction papers focusing on the information and the insights gained regarding the culture of an area. The students might be encouraged to relate the information to their stereotypes of other cultures.

II. The Literature of Other Cultures

Students might be required to read a number of books written by people living in other cultures, such as those listed in the bibliography, and prepare oral and written reports about the

culture. Some reading should be done immediately so that students can respond more intelligently when a related film is shown.

III. Visitors From Abroad

Invite foreign students, faculty and people in the community to describe their native cultures. They might use slides, wear native dress and discuss a wide variety of topics such as art, food, games, music, religion, customs, values, family relationships, folklore, health and medicine, housing and employment.

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TEACHING GLOBAL PERSPECTIVES
(3 semester hours)

Sandra Bone
Arkansas State University
State University, Arkansas

Purposes:

1. To foster knowledge and understanding of global perspectives.
2. To raise the consciousness of the personal and professional implications that global perspectives has, especially because people are world citizens.
3. To prepare students to teach global perspectives effectively at the precollegiate level.

Objectives - As a result of this course students should be able:

1. To demonstrate a greater knowledge of and an appreciation for what is encompassed in global perspectives.
2. To select, plan, implement and evaluate methodologies and resources for teaching global perspectives to the age group they are preparing to teach.
3. To identify the similarities and differences between the social science curriculum as traditionally taught and as taught with a global perspectives emphasis.

Course Structure and Organization:

I. Introduction: "What is a Global Perspective?"

A. Course syllabus, procedures and student data.
B. Global knowledge and attitude inventory (teacher made).
C. Interview, "Knowledge, Skills and Attitudes Necessary for the 21st Century." For a copy of this student constructed one page interview write: Carol Marquis, Monte Vista High School, San Ramon, California.
D. Discuss the interview document and the findings.

II. Global Perspectives

A. Assignments: Brown, pp. 3-12;
Hanvey;
King, et al. "Education for a World in Change," pp. 3-9;
"Education With a World View"

B. Class discussion and activities

1. Global Perspectives and concept development in teachers, students and in the curriculum.
*2. Establish one or more "Global Monitoring Board(s)" within the class.
3. Demonstration based on King, "A Simple Chocolate Bar."
4. Film, National School Boards Association, The Global Connection."

III. Approaches to Teaching Global Perspectives

A. Assignments: Barbeau;
Becker, chs. 1, 8 and 5 or 6;
Examine student texts and global curriculum materials in the curriculum laboratory;
King, et al. "Education for a World In Change," pp. 9-33.

B. Class discussion and activities

1. Scope and sequence concerns.
2. "Columbus in the World, the World in Columbus," connections between a community and state and the world.
3. Developing a unit, a contract text supplement or other instructional project which will be due at the end of the semester.

IV. Skills for Teaching/Developing Global Perspectives

A. Assignment: Focus on semester project.

B. Class discussion and activities

1. Bloom's taxonomy of cognition.
2. Questioning strategies to promote thinking.
3. Critical thinking skills.
4. Exercises to check for comprehension, application and evaluation.

V. State of the Planet Awareness: Environment

A. Assignments: Brown, ch. 2;
Current articles on the "Environment" and "Ecology." Begin file folders.

B. Class discussion and activities

1. "Environmental Update," resource person such as a biologist.
*2. Examine and analyze texts and teaching materials for information on the environment.
*3. Plan, present and discuss methods for students to acquire information on the environment.

*These may be class or group activities.

VI. State of the Planet Awareness: Energy

A. Assignments: Collins and Raska;
Current articles on "Energy." Begin a file folder.

B. Class discussion and activities

1. "Energy Update," resource person such as a scientist.
2. Using non-fiction tradebooks to enhance learning.
3. Examine and analyze texts and teaching materials for information on energy.
*4. Plan, present and discuss methods for students to acquire information on energy.

VII. State of the Planet Awareness: Food

A. Assignments: Brown, ch. 6;
Current articles on "Food." Begin a file folder.

B. Class discussion and activities

1. Filmstrip such as: "Hunger in the Global Community."
2. "Food Update," resource person such as a biologist.
3. Examine and analyze texts and teaching materials for information on food and hunger.
4. Plan, present and discuss methods for students to acquire information on food and hunger.

VIII. State of the Planet Awareness: Population/Conflict

A. Assignments: Brown, Ch. 8;
Current articles on "Food" or "Hunger" and on "Conflict." Begin file folders;
Nesbitt, et al., Teaching Youth, vi-77;

B. Class discussion and activities

1. Simulation, "Crisis," Nesbitt, ed., Teaching Global Issues Through Simulations, 26.
2. Fisher, "Fostering Alternative Perceptions. . . ."
3. Films such as "The Last Epidemic."
*4. Using fictional literature to enhance learning.

IX. Social and Economic Awareness (Part 1)

A. Assignment: Brown, chs. 3, 4 and 5

B. Class discussion and activities

1. Identifying and dealing with bias, discrimination, prejudice and stereotypes in texts and teaching materials.
2. Listing, for example, "What I Know About Pakistan."
3. Teaching concepts such as modern, technological and non-technological.
4. Examples of how materials written at a specific time reflect the viewpoints of that time.

X. Social and Economic Awareness (Part 2)

A. Assignments: Brown, chs. 10, 11 and 12;
Articles by Hepworth, Millar-Wood and Van Oudenhoven. These focus on development.

B. Class discusssion and activities

1. United Nations Declaration on Human Rights.
2. Resource person from Pakistan; see, for example, "IX, B, 1" above.
3. Further definition of terms such as modern, technological and non-technological.

XI. Cross-Cultural Awareness

A. Assignments: Read examples of "Culturgrams" and the description of a "Culture Kit" available in the curriculum library and then in groups of 3 or 4 write a culturgram suitable for the United States and prepare a culture kit with items Americans might send to foreigners to tell them about the United States.
Write a series of questions you might use to interview a person from another culture and then conduct an interview.

B. Class discussion and activities

1. Various approaches to the study of culture.
2. Examine and analyze texts and teaching materials for teaching about other cultures.
3. Discuss the culturgrams and compare the culture kits which the students have done.
4. Plan, present and discuss methods for students to acquire information about other cultures.
5. Debrief the interviews which the students have done.

XII. Present and Discuss the Instructional Projects

XIII. Shaping the Future

A. Assignment: Brown, chs. 16 and 17.

B. Class discussion of Brown.

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COMPARATIVE EDUCATION FOR GLOBAL AWARENESS
(3 semester hours)

Salathiel Ansah
Mississippi Valley State University
Itta Bena, Mississippi

Purpose:

To develop in students a global perspective through the study of the educational systems of different nations.

Objectives - As a result of this course students should be able:

1. To appreciate cultural diversity and to give examples of how culture can influence an individual's perspective.
2. To see themselves as members of a global community in which all humans have many commonalities.
3. To identify the complex and interdependent human and natural systems which exist in the world.
4. To explain the relationship between these systems and the educational system of a nation.
5. To compare educational systems in the United States with those in other nations.
6. To tell why global perspectives education should be a part of the curricula of American schools.
7. To explain the meaning of terms such as chauvinism, democracy, human rights, interdependence and parochialism.
8. To use inquiry and analytic skills.

Course Structure and Organization:

Text: Ignas, Edward, and Raymond J. Corsini. Comparative Educational Systems. Itasca, Illinois: F. E. Peacock, 1981.

I. Outline

In focusing on education in two or more of the following areas attention should be given to both developed and developing countries.

Areas: The United States
Britain, Japan or the Soviet Union
Africa - Ghana, Kenya or Nigeria
Latin America - Brazil, Colombia or Mexico

A. Culture and the socialization process:

1. Social and political organization;
2. Religious and philosophical milieu;
3. Art and language as expressions of culture.

B. Education in a "traditional" setting:

1. The nature of society;
2. The process of education:
   a. The role of the family, social institutions and political institutions;
   b. Who is educated and to what degree?

C. Contemporary educational systems:

1. Historical background;
2. Educational models and how they function;
3. The role of policy;
4. The relationship between education and employment.

D. The development of global interdependence:

1. Economic and political developments:
   a. The acceleration of interdependence since World War II;
   b. The role of the United Nations and other international organizations and groups.
2. Social and educational developments:
   a. Faculty and student exchange programs;
   b. Cultural exchanges;
   c. The "Brain Drain" and its effects;
   d. UNESCO and other organizations and groups.

E. Synthesis:

1. Identifying the similarities and differences among the educational systems studied;
2. Discussing "global challenges" and the role of education in dealing with them;
3. How can global education contribute to a better understanding among peoples of different cultures?

II. Activities

A. Each student will serve on a panel which will present information and respond to questions on the educational system of one of the countries being studied.

B. Each student will prepare an annotated bibliography with at least thirty entries and a class presentation on a topic related to global education, for example:

Global Interdependence	Conflict Resolution
Human Rights	Multinational Corporations
Global Challenges (Energy, Hunger, Pollution, Population, Poverty, etc.)	Transnational Institutions
	"My Ideal World"
Multicultural Education	World Futures

C. Each student will develop a project which will illustrate the link between a community or state and the world; or which will explore, for example, "Education for . . . ." (Energy Conservation, Human Rights or Justice), or "Education for the Prevention of . . . ." (Hunger, Over-population, or War).

D. Drawing upon foreign students, faculty who have lived or traveled abroad extensively or foreigners living in the community, there will be slide presentations and cultural displays on specific countries.

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CULTURE AND EDUCATION: A GLOBAL PERSPECTIVE
(3 semester hours)

Eugene Gallagher
Creighton University
Omaha, Nebraska

Purposes:

1. To make students more aware of their own cultural biases and prejudices through the study of educational systems in different countries.

2. To help students understand how ethnocentrism limits their ability to communicate with people in other cultures, as well as to understand and to appreciate cultural diversity.

3. To introduce prospective teachers, K-12, to materials and strategies for promoting global awareness.

Objectives - As a result of this course students should be able:

1. To identify similarities and differences in the educational systems of different countries.

2. To explain how the beliefs, customs, traditions, values and the human and natural resources available to a culture might affect its educational system.

3. To understand that the increased interdependence of all peoples and nations requires teachers to present information about other cultures in a positive manner.

4. To employ methods, strategies and techniques which promote appreciation and understanding of others.

5. To identify and teach skills which will be essential as change accelerates and global problems such as food, population, and resource use become more complex.

Course Structure and Organization:

I. Introduction

A. Assignments: (These should be discussed further at the beginning of each major section, coordinating what students are doing with the topic being considered.)

1. Write a 2-4 page critique of two articles such as those listed in the bibliography;

2. Write a more extensive paper on a topic related to the course or develop a curriculum guide for teaching global perspectives;
3. Prepare a class presentation about the culture and education system of another nation.

B. Films such as: Media 5 Films, "Multicultural Education"
National School Boards Association, "The Global Connection"

C. Examine some of the materials on culture, education and global perspectives which are in the university's curriculum library.

D. Pre-test: "Measure of Global Understanding," Educational Testing Service, Princeton, New Jersey.

II. Multiculturalism

A. Insert part or all of the module which follows this syllabus.

B. "Your Area in the World/The World in Your Area," modeled after "Columbus (Ohio) in the World/The World in Columbus," Columbus: Ohio State University, Mershon Center.

C. One of the films listed above.

D. Projects from "I, A" above; identifying, planning and tentative scheduling of written and oral reports.

III. Education in the United States and Elsewhere

A. Distinctive features of education in the United States.

B. Common features of educational systems throughout the world.

C. Identify readings on topics related to global perspectives such as ecology, the environment, food, population, interdependence, social and political justice, economic well-being, and peace and war.

IV. Education and Culture

A. The areas selected will depend upon the professor's knowledge and travel experience, especially if he or she has prepared slide-lectures; the interests of the students as indicated by the nations they choose for their oral reports; and the availability of guest speakers, who might be students and faculty from abroad or foreigners living in the community.

B. Audio-visual resources, for example:

1. American Universities Field Staff, "Faces of Change" series. This series consists of 25 films which examine five peasant societies in the world. "The Children Know," for example, is about "Education and Socialization" in Bolivia.
2. CBS Reports, "Misunderstanding China." This 1972 documentary traces the development of American attitudes toward China since the late 1800s. It portrays very well how stereotypes develop and are reinforced. The film, however, reveals little about education in China.
3. Help in selecting films, as well as books and other curriculum materials, is available from outreach centers such as the following:

African Centers at Michigan State University and the University of Illinois.
Asian Centers at the University of Michigan and the University of Washington.
Latin American Centers at the University of Florida and the University of Illinois.
Middle East Centers at Harvard University, UCLA, and the University of Washington.
Soviet Union and East European Centers at Ohio State University and the University of Washington.

C. Specific Areas

Eastern Europe
Soviet Union
The Two Chinas
India, Japan and Korea
Latin America
Africa
The Middle East
The Western Nations

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Books

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The following module might be inserted into this course. See "Course Structure and Organization," II.

MODULE: MULTICULTURALISM

Eugene Gallagher
Creighton University
Omaha, Nebraska

Purpose:

To lead students to examine their own assumptions and values as members of a pluralistic society and as inhabitants of a world with many diverse cultures.

Objectives - As a result of this module students should be able:

1. To identify terms and phrases used to describe racial and ethnic groups, recognizing especially what is implied and the possible effects.

2. To recognize stereotypes and the extent to which they may hinder appreciation, acceptance and understanding of an ethnic group or another culture.

3. To discuss the effect of a "traditional" American educational system upon an ethnic or racial minority.

4. To evaluate their experiences in multicultural settings, for example, their effectiveness in communicating with other groups within their society and from other cultures.

5. To evaluate information and curriculum materials for teaching about different racial and ethnic groups or about different cultures.

Module Structure and Organization:

The assignments and activities are designed to meet the objective with the same number. The work done will be the basis for class discussions.

I. Objective 1

A. Read materials such as "Don't Call Me Out of My Name" to become acquainted with terms and phrases used to describe specific racial and ethnic groups. Identify additional terms and phrases used to describe racial and ethnic groups.

B. Evaluate the meaning and possible effect of the terms and phrases identified in "A."

II. Objective 2

A. Read materials on topics such as minority groups, minority cultures, racial groups, ethnic groups, pluralism and multiculturalism.

B. Note the similarities and differences between the basic tenets of the "melting pot" theory and those of "pluralism."

C. After reading Stereotypes, Distortions and Omissions in U.S. History Textbooks, evaluate in writing what is stated about two racial groups in a recent university textbook.

III. Objective 3

A. View the film "Prejudice" (Vanti Films). Be prepared to describe your reaction to the film.

B. On the basis of your experiences and what you have read, give examples of how the American educational system might treat minorities unfairly. How might the inequalities be rectified? What are the issues involved in taking corrective action?

C. Introduce yourself to people from cultural groups different from your own. In doing so, what are some good human relations practices to follow?

IV. Objective 4

Write a two page paper describing the degree of self-initiated exposure you have had in a multicultural setting. This would include social exchanges, observations, role-playing and volunteer work.

V. Objective 5

A. Examine and view materials available in the curriculum library which are related to multicultural education and then read the descriptions of these materials in catalogs and promotional brochures.

B. In groups of 3-5 persons listen to and discuss cassettes such as "We're Not All Alike" from Pacifica Tape Series. Tape the discussion and turn-in the tape, clearly identifying the participants.

C. Prepare a bibliography of books and resources useful in teaching about ethnic and cultural groups.

VI. Culminating Activities

A. Write a statement of approximately 500 words stating your philosophy of life and personal code, including the set of values which guide your behavior towards other people. Address the question: "How will I provide for the individual differences that I will encounter as a teacher or in another career?" The statement will be evaluated on the basis of clarity, consistency and usefulness as a guide for behavior.

B. Arrange for a conference with the instructor to discuss your participation and work as a part of this module.

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SOCIAL AND CULTURAL INFLUENCES ON EDUCATION
(3 semester hours)

Alvin Howe
California State University
Hayward, California

Purpose:

To increase the awareness of student teachers of what is involved when teaching in a pluralistic, multicultural area, especially if the attitudes and values present in the area are significantly different than their own.

Objectives - As a result of this course students should be able:

1. To state how socio-economic factors influence attitudes and values in a community and a school.

2. To use techniques and materials to gather socio-economic data from the students in a pre-collegiate classroom.

3. To identify strategies and methods to help students evaluate their attitudes and values.

4. To suggest steps to modify attitudes and values, especially to enhance the attitudes of students toward education, while also recognizing that care must be exercised in such an undertaking.

5. To explain concepts such as culture, commonalities, diversity, ethnic pluralism, multicultural, race and society; and to state how such concepts might be taught.

6. To develop, evaluate, select and use instructional materials designed for classes with students from different cultural and ethnic groups.

Course Structure and Organization:

I. The Influence of Socio-economic Factors:

A. Read and be prepared to discuss Combs, Myths in Education; and King, Teaching Ethnic Awareness.

B. Student teachers in groups of three or four will gather information on the socio-economic make-up of the people living in the attendance area of the school where they are student teaching.

1. The approximate percentage of the various racial and ethnic groups.
2. The languages spoken, especially in the homes of the students.
3. The nature of the jobs, the amount of income and the educational level of adults and parents in the area.
4. Other socio-economic factors which may appear to be significant.

C. Each group will prepare a written and oral report, including visual aids, on the information gathered.

II. Socio-economic Factors and Students in a Classroom:

A. Read and be prepared to discuss: "Education With A World View", Hanvey, King, and Pasternak.

B. In consultation with your supervising teacher and using "I, B, 1-4" as guidelines, gather information about the students in the classroom where you are student teaching.

C. Describe how such information relates to the objectives and activities for a class.

D. Select three subject fields such as reading, language arts and social studies and write three objectives for each which take into consideration the socio-economic factors which you have identified.

E. Identify and describe a class activity for each of the objectives stated in "D."

F. List at least ten ways in which the school might be able to influence positively the attitudes and values of the school community, especially how these might relate to the improvement of learning.

G. Describe five activities to improve student attitudes toward education and learning.

III. Teaching Concepts Related to Culture:

A. In the curriculum libraries of the university and of the school district where you are teaching, examine materials on teaching about other cultures. Be prepared to discuss specific examples of these materials and to relate them to the previous reading assignments.

B. State in writing your understanding of concepts such as culture, diversity, ethnic pluralism, multicultural and society. What other concepts do you associate with the word "culture?"

C. Select at least five major concepts related to culture and describe how they might affect your planning and teaching. Think primarily in terms of the different cultural groups in the class where you are doing your student teaching.

D. In groups of three or four prepare a fifteen minute class presentation on how you might teach about other cultures or a concept related to culture. Your presentation might include drawings, pictures or charts; or a skit, role playing or a dramatic activity. You may video-tape your presentation prior to the class.

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MODULE: GHANA AND AFRICA

Alvin Howe
California State University
Hayward, California

Purpose:

To prepare students to teach about another culture, using Ghana and Africa as the subject matter.

Objectives - As a result of this module students should be able:

1. To identify myths and stereotypes about people and cultures.

2. To use simulations and culturgrams in their teaching.

3. To evaluate information about a culture from reading materials and sources other than social studies materials.

4. To explain the importance of the expressive arts in understanding a culture.

5. To write a unit for teaching about a culture other than their own.

Module Structure and Organization:

This module might be a part of the course "Social and Cultural Influences on Education" or it might be used with a group of preservice teachers who are doing a limited amount of student teaching.

The major assignment for the module is for students in groups of two to four to prepare a two week teaching unit on the cultural heritage of an ethnic group, preferably on one present in the school where they are or might student teach. The unit should include the historical and social development of the ethnic group; its aesthetic and technological contributions to humankind; and the uniqueness of its culture, as well as the universality of its aspirations. The unit will be taught as a part of the student teaching experience if at all feasible.

The completed unit should include a cover page, a table of contents, statements of purpose and of objectives, and lists of readings for students and teachers. There should also be information about activities, bulletin board displays, projects, visual aids and worksheets. Such materials should relate to aesthetic appreciation, concept development, language enrichment and the facts to be taught. The bibliography should include a wide variety of resources which might be used with the unit.

I. Recognizing Myths and Stereotypes:

A. Read and be prepared to discuss one of the volumes in Clark, Through African Eyes; and Hall, "Tarzan Lives!", Rich, and Wiley.

B. Develop an instrument to assess the attitudes of students toward Ghana and Africa. For a model see "Lesson I" in the Teacher Lesson Plans which accompany Through African Eyes.

C. Examine newspapers, magazines and books and watch television to discover what images of Africa are conveyed. One can still view some of the old Tarzan movies on television.

II. Using Simulations and Culturgrams:

A. Read and be prepared to discuss Nesbitt and three "Culturgrams," at least one of which is about a non-African nation. Some class time will be used to do a simulation.

B. In groups of three or four, prepare a culturgram entitled "The United States." Be prepared to explain why your group chose the information it included in the culturgram it prepared.

C. In groups of three or four or working with students where you are doing your student teaching prepare a "Culture Kit." After selecting the items that would be placed in a package to be sent to Africa to tell students there about the United States, write brief descriptions for each item. The package could also include pictures depicting life in the United States.

III. What Reading Materials and Other Sources Can Tell Us About Africa:

A. Read and be prepared to discuss Musgrove and reviews of her book, which won the Caldecott Award in 1977. Also read Hall, "What Do Textbooks Teach Our Children About Africa?" If possible, show the Musgrove book to a university student from Africa and ask him or her to evaluate it.

B. Examine social studies texts in different series to discover what information is included about Ghana and Africa. If possible, compare what is written with the information provided in a series published ten or more years ago.

C. Examine materials on Ghana and Africa which are in the curriculum libraries of the university or of the school district where you are student teaching. What impressions would students get from these materials?

IV. The Expressive Arts:

A. Read and be prepared to discuss Leoni and Yoder, Daily Life in Africa, "Celebrations of African Life" and "Market Scenes in Africa."

B. View filmstrips and other audio-visual materials and listen to records designed to teach about African art, crafts and music. If possible, bring examples of these items to class for the class to evaluate.

C. A university student from Africa will make a presentation to the class related to African art, crafts and music. This will include an explanation of the ceremonies of the student's country, as well as its customs and styles of dress.

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"West Africa: An American Heritage." Center for International Education, University of Massachusetts, Amherst, Massachusetts.

Wiley Marylee, ed. "Teaching About Africa: Resources for Teaching African Studies, K-12." The Link, 3(January, 1980), 1-8. Available from the Social Science Education Consortium, Boulder, Colorado.

African Centers

These provide reprints which include activities, articles, bibliographies, descriptive materials and resources for teaching about Africa.

African-American Institute, New York
African Studies Center, Boston University
African Studies Program, Howard University
Center for African Studies, Indiana University
African Studies Center, Michigan State University
African Studies Program, Northwestern University
African Studies Center, Stanford University
African Studies Center, University of California, Los Angeles
African Studies Program, University of Florida
African Studies Center, University of Illinois
African Studies Center, University of Wisconsin
Nigerian Education Program, Ohio State University, College of Education
Nigerian Curriculum Development Project, University of Kentucky, College of Education

SEMINAR IN MULTICULTURAL EDUCATION FOR THE ELEMENTARY TEACHER
(1½ semester hours)

Mary Reap
Marywood College
Scranton, Pennsylvania

Purposes:

The Department of Education of Marywood College has delineated generic roles and competencies for all beginning education professionals. The statements applying directly to multicultural education are as follows:

1. ". . . he or she is envisioned as one who can employ varied approaches to the teaching/learning process and select those appropriate to the recognized needs of individual students and circumstances."

2. ". . . view the prospective educator as one who can analyze the culturally-pluralistic American educational context and project his or her own aims in relation to it."

3. ". . . choosing to work for the good of young people who can be most effectively benefited if they are understood in the overwhelming diversity of their backrounds, characteristics and development."

4. ". . . serving as a professional educational liaison among school, parent, student and community groups in a pluralistic society."

Objectives - As a result of this seminar students should be able:

1. To identify different cultural behaviors and traditions which have contributed to the enrichment of the total society.

2. To give examples of how human beings are more alike than different, and to articulate their own values regarding cultural similarities and differences.

3. To discuss the shift towards a global perspective and to generalize about the world as an interdependent human community.

4. To understand how their own expectations affect classroom climate and may cause inequities in classroom procedures.

5. To accept different patterns of child development and social structures and to select learning styles and teaching methods which will maximize learning opportunities for each student.

6. To discuss multicultural components synthesized from other university courses.

7. To demonstrate how to incorporate a multicultural dimension into the curriculum.

8. To evaluate critically biases and deficiencies in different types of multicultural materials and media.

Course Structure and Organization:

The seminar is primarily for seniors majoring in education and meets for seven 2½ hour sessions. Each part of the outline is the material covered in one session.

I. Topics: Cultural and ethnic membership
Prejudice and bias awareness

Readings: Allport, chs. 1-4;
Banks, C., "A Content . . . ";
Banks, J., ch. 1;
Council, Bulletin, 10.

II. Topics: Components and assessment of a multicultural environment
Teacher attitudes and strategies
Classroom atmosphere
Course content

Readings: Krug, Human Relations Guide, ch. 1;
Equal Rights. . . .

III. Topics: Cross-cultural communication
Interdependence
Global connectedness

Readings: Collins and Zakariya;
Cortes,
Becker, chs. 1 and 8;
Ferguson;
Hayden;
"Education for . . . ."

IV. Topics: Culture shock
Simulations

Readings: Nesbitt;
Hepworth;
Van Oudenhoven;
Oberg;
Fisher.

V. Topic: Cross-cultural values

Readings: Seagal
Condon, ch. 1
Roberts.

VI. Topics: Learning styles
Teaching strategies

Readings: Equal Rights . . . ; Hepworth;
Krug, Human Relations Guide; Van Oudenhoven.

This course might also include activities, assignments and discussions such as are described in the following module. It relates specifically to topic "I."

MODULE: SOURCES OF PREJUDICE

Mary Reap
Marywood College
Scranton, Pennsylvania

Purposes:

1. To sensitize students to the perceptions of ethnic groups which are presented in textbooks and on television.
2. To enable students to evaluate their own images of other groups.

Objectives - As a result of this module students should be able:

1. To recognize the basis of many of the biased opinions people have.
2. To identify examples of racism in books which have been published in various cultures.
3. To evaluate bias and racism as it might appear in different types of materials.

Readings: In addition to those assigned under topic "I":

Krug, "A Look at the Disadvantaged";
Murphy;
Rosenberg, all entries.

Activities and Assignments:

1. Class discussion of all assigned readings.
2. After reading the Council . . . , Bulletin, identify examples of racism in books for children.
3. On the basis of Rosenberg, analyze examples of stereotype reinforcement.

4. View a television program or movie and then critique it on the basis of Murphy.

5. Using Rosenberg, "Evaluative Terminology Analysis," evaluate the treatment of a minority group in a textbook. Follow the directions carefully. You may focus your efforts on three chapters, or on as few as 50 pages. After completing page 5 of the "Analysis," summarize why you would or would not recommend the book for use with children. Bring a copy of the text which you evaluated and enough copies of page 5 to distribute to the seminar. Be prepared to answer questions concerning your evaluation.

6. Using Rosenberg, "Criteria for Evaluating," evaluate a book of your choice. Write a paragraph summarizing your recommendations concerning the appropriateness of the text as an unbiased presentation of material. Complete the "Textbook Evaluation Checklist." Bring the text and your written materials to class. Be prepared to make a brief oral presentation and to defend your conclusions.

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READING AND THE CULTURALLY "DIFFERENT" CHILD
(3 Semester Hours)

Stan Bochtler
Buena Vista College
Storm Lake, Iowa

Purpose:

To prepare "white" preservice teachers to teach Black, Spanish speaking and Native Americans. ("Different" is to be understood to mean that the children who will be taught may well be from a different ethnic group than the teacher.)

Objectives - As a result of this course students should be able:

1. To discuss the methods and techniques used by teachers who teach children from "different" ethnic groups, emphasizing the methods and techniques which apply to the teaching of reading.

2. To give oral reports which demonstrate an understanding of children's literature written by authors and about people from "different" ethnic groups.

3. To prepare an annotated bibliography which includes at least five children's books written by authors and about people from at least three ethnic groups.

4. To write a three to five page paper synthesizing the information they have obtained from books, films and audio-visual materials, and from class discussions.

5. To write a three to five page paper discussing the extent to which their ideas have changed regarding the teaching of children from "different" ethnic groups.

Course Structure and Organization:

This course has been taught in a three and one-half week "January Interim." The class met for three hours each day, relying primarily on children's literature and audio-visual materials.

I. Introduction and Overview

Discuss written assignments which will be due the fourth week.

"Native Americans" (The focus of the assignments and the class activities will change each week but the pattern will remain the same.)

Examine children's literature focusing on Native Americans.
Read two books written by or about Native Americans.
Prepare an oral report on one and written reports on both of the books read.

Presentation and discussion of the oral book reports; comments and reactions to the other books read.
View and discuss the following films, relating them to the content of the books being read.

"The American Indian Speaks"
"The American Indian: Before the White Man"
"The American Indian After the White Man Came"
"Indian Boy in Today's World"
"Indian Boy of the Southwest"

II. "Black Americans"

Assignments; (Pattern as for "I.")

Class: (Pattern as for "I.")

Films:

"Black History: Lost, Stolen, or Strayed"
"Black World: The Black Woman"
"Black and White: Uptight"
"The Black American Dream"

III. "Spanish Speaking Americans"

Assignments: (Pattern as for "I.")

Class: (Pattern as for "I.")

Films:

"Chicano"
"The Spanish in the Southwest"
"Spanish Influences in the United States"
"Yo Soy Chicano" (Parts I and II)

IV. "Teaching Culturally 'Different' Children"

Assignments: Read two books by people who have taught culturally "different" children. Oral and written reports as stated in "I."
Examine curriculum materials, particularly reading and social studies texts
Written papers due.

Class: (Pattern as for "I.")

Film: "Children of the City"
Discuss the written papers.

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GLOBAL PERSPECTIVES: A GEOGRAPHIC APPROACH
(3 semester hours)

Dietrich Buss
Biola University
La Mirada, California

Purpose:

To study those issues which will increasingly affect all nations because the world is becoming more complex and economically interdependent.

Objectives - As a result of this course students should be able:

1. To understand and appreciate the fabric and inner logic of other cultures.

2. To explain the concept of "world-view" and to give examples of how it might be different from one culture to another.

3. To see themselves as citizens not only of the United States, but also of "spaceship earth," which has certain renewable but limited resources.

4. To describe how choices people make regarding population, food, fiber and the use of energy might affect the quality of life in the twenty-first century.

5. To research and write a paper on an issue related to global interdependence.

6. To identify materials and other curriculum resources for teaching subjects from a global perspective. (This objective applies only to those students who are majoring in education.)

Course Structure and Organization:

I. Looking Towards the Year 2000 - Global Trends

Population, its growth and distribution; the distribution of food resources; the consumption of renewable and non-renewable resources; technological development; and the quality of the environment.

*Council on Environmental Quality. The Global 2000 Report to the President, I. Washington, D.C.: United States Government Printing Office, 1980.

Council on Learning. Education and the World View. New Rochelle, New York: Change Magazine Press, 1980.

*Assigned student readings.

Echols, James R. "Population vs. Environment: A Crisis of Too Many People." American Scientist, 64(March-April), 1976, 165-173.

*Kingborn, John Rye, et al. A Guide to Four Essential Themes: Global Realities. Dayton, Ohio: Charles F. Kettering Foundation, 1982.

II. One World Many Cultures

A. Village life in India: traditon and class structure; decision making; the limits to innovation; and the persistence of Hindu cultural values.

B. Growing up in an Arab culture: the roles of boys and girls; Koranic schools; rules of morality; courtship and marriage; the religion of Islam; the pilgrimage to Mecca; and Arab culture compared with Indian culture.

C. Recognizing American values: the view of people, nature and society; and the constancy of change.

Hall, Edward T. Beyond Culture. Garden City, New York: Anchor, 1976.

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*Pearson, Robert P., ed. Through Middle Eastern Eyes. New York: Praeger, 1975. (This is also a part of the "World Cultures Series" which is available from the Center for International Training and Education, 777 United Nations Plaza, Suite 9-H, New York, New York 10017.)

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III. World Cultural Regions

Anglo-America; Meso-America; Latin-America; North Africa and the Near East; Sub-Sahara Africa; Europe; the Indian Perimeter; Southeast Asia; Australia and New Zealand; China; and Japan and Korea.

Boyce, Ronald Reed. Geographic Perspectives on Global Problems. New York: Wiley, 1982.

*De Blij, Harm J. Geography, Regions & Concepts. New York: Wiley, 1982.

IV. Culture and World Population Growth

Birth and death rates; the age of marriage; geography and population distribution; and the demographic transition.

*Miller, G. Tyler. Living in the Environment. Belmont, California: Wadsworth, 1982, chapter 7.

Teiltelbaum, Michael S. "Relevance of Demographic Transition Theory for Developing Countries." Science, 188(May, 1975), 420-425.

Trewartha, Glen T. The More Developed Realm. New York: Wiley, 1978.

V. Feeding the Hungry World

Population growth, food supplies and hunger; the agricultural revolution; prospects for further expanding food supplies; human diets as preferences; and the oceans as a food resource.

Balaam, David, and Michael Carey. Food Politics: The Regional Conflict. Totowa, N.J.: Allanheld, Osmun, 1981.

Campbell, Keith D. Food and the Future. Lincoln: University of Nebraska, 1979.

Crosson, Pierre R., and Kenneth D. Frederick. The World Food Situation. Washington, D.C.: Resources for the Future, 1977.

Eckholm, Eric P., and Frank Record. The Two Faces of Malnutrition. Washington, D.C.: Worldwatch, 1976.

Hardin, Garrett. The Limits of Altruism: An Ecologist's View of Survival. Bloomington: Indiana University Press, 1977.

*Miller, G. Tyler. Living in the Environment. Belmont, California: Wadsworth, 1982, chapter 9.

Wortman, Sterling, and R. W. Cummings, Jr. To Feed the World: The Challenge and Strategy. Baltimore: Johns Hopkins, 1978.

VI. Stabilizing World Populations

Environmental constraints on growth; methods of controlling population growth; and evaluating the efforts to control human population growth.

Brown, Lester. The Twenty-Ninth Day: Accommodating Human Needs and Numbers to the Earth's Resources. New York: Norton, 1978.

Callahan, Daniel. "Ethics and Population Limitation." Science, 175(February, 1972), 487-494.

Kleinman, David S. Human Adaptation and Population Growth: A Non-Malthusian Perspective. Montclair, N.J.: Allanheld, Osmun, 1981.

*Miller, G. Tyler. Living in the Environment. Belmont, California: Wadsworth, 1982, chapter 8.

VII. The Human Impact on the Environment

The earth's ecosystems; economic development in various societies: hunting, gathering, fishing, agricultural and industrial; economic activity and environmental decay; and identifying and achieving a sustainable earth ethic.

Bennett, Charles F. Man and Earth's Ecosystem, New York: Wiley, 1975.

Brown, Lester. The Global Economic Prospect: New Sources of Economic Stress. Washington, D.C.: Worldwatch, 1978.

Canterverry, Ray E. The Making of Economics. Belmont, California: Wadsworth, 1976.

Council on Environmental Quality. The Global 2000 Report to the President, II. Washington, D.C.: Government Printing Office, 1980, 227-431.

Hyams, Edward. Soils and Civilization. New York: Harper and Row, 1976.

Mishan, E. J. The Economic Growth Debate: An Assessment. London: Allen & Unwin, 1977.

*Miller, G. Tyler. Living in the Environment. Belmont, California: Wadsworth, 1982, chapters 2, 4, 18 and 20. Also of interest are chapters 15, 16 and 17.

Rifkin, Jeremy. Entropy: A New World View. New York: Viking: 1980.

Sears, Paul. Deserts on the March. Norman: University of Oklahoma, 1980.

VIII. The Global Energy Crises

Energy utilization in the industrialized world; oil supplies and the price crises; the industrialized world and its impact on the nonindustrialized world; firewood, another energy crisis; and energy alternatives and the world order.

Carr, Donald. Energy and the Earth Machine. New York: Norton: 1976.

Cook, Earl. Man, Energy, Society. San Francisco: Freeman, 1976.

Council on Environmental Quality. The Global 2000 Report to the President, II. Washington, D.C.: Government Printing Office, 1980, 161-202.

Eckholm, Erik. The Other Energy Crisis: Firewood. Washington, D.C.: Worldwatch, 1975.

Lovens, Amory B. Soft Energy Paths: Toward a Durable Peace. Cambridge, Massachusetts: Ballinger, 1977.

*Miller, G. Tyler. Living in the Environment. Belmont, California: Wadsworth, 1982, chapters 13 and 14.

IX. Non Fuel Mineral and Forestry Resources

Sources of raw materials; international trade agreements; the concept of "just price"; and mining minerals from the ocean depths.

Council on Environmental Quality. The Global 2000 Report to the President, II. Washington, D.C.: Government Printing Office, 1980, 117-134 and 205-225.

Gregory, G. R. Forest Resource Economics. New York: Ronald, 1972.

Persson, R. World Forest Resources. Stockholm: Royal College of Forestry, 1974.

Leipzinger, Danny M., and James L. Mudge. Seabed Mineral Resources and the Economic Interests of Developing Countries. Cambridge, Massachusetts: Ballinger, 1976

Myers, Norman. "The Conversion of Tropical Forests." Environment, 22(July-August, 1980), 6-13.

Tilton, John E. The Future of Nonfuel Minerals. Washington, D.C.: Brookings Institute, 1977.

World Bank. Commodity Trade and Price Trends. Washington, D.C.: Brookings Institute, 1977.

X. Economic Development and Underdevelopment

The geography of poverty and wealth; the causes of global economic inequality; economic development and the preservation of cultural integrity; the developed world and the future.

Cole, John. The Poor of the Earth. London: Macmillan, 1976.

Dadzie, K. K. S. "Economic Development." Scientific American, 243(September, 1980), 58-65. The entire issue is devoted to the topic of economic development.

De Gregori, R., and Oriol Pi-Sunyer. Economic Development: The Cultural Context. New York: Wiley, 1969.

Jackson, Richard, and Lloyd E. Hudman. World Regional Geography. New York: Wiley, 1982.

Kamerek, A. M. The Topics and Econmic Development. Baltimore: Johns Hopkins, 1976.

Morris, M. D. Measuring the Conditions of the World's Poor. New York: Pergamon, 1979.

Rifkin, Jeremy, and Ted Howard. The Emerging Order: God in the Age of Scarcity. New York: Putnam's, 1979.

XI. Global Interdependence and the Future

World trade patterns; international long-term financing; multinational corporations; a multicultural and ideologically divided world; modern nationalism; the prospects of international cooperation; cooperating to achieve a sustainable earth and world order; and what an individual might do.

Browndorf, Eric. Bibliography of Multinational Corporations and Direct Investment to March, 1978. Dobbs Ferry, N.Y.: Oceana, 1978.

Falk, Rich. A Study of Future Worlds. New York: Free Press, 1975.

Kohn, Hans. The Idea of Nationalism. New York: Collier, 1967.

Perry, Thomas. The Multinational Enterprise: International Investment and Host-country Impact. Greenwich, Connecticut: JAE Press, 1980.

Stokes, Bruce. Helping Ourselves: Local Solutions to Global Problems. New York: Norton, 1981.

GLOBAL HABITAT
(3 semester hours)

Surendra Mathur
Alabama A. & M. University
Normal, Alabama

Purpose:

To provide students with a global perspective of human habitat, focusing on rural and urban settlements, housing problems and living conditions.

Objectives - As a result of this course students should be able:

1. To perceive how the well being of the people and the planet requires the cooperation of all people, no matter how diverse their cultures.

2. To explain the importance of respecting the perceptions, values and traditions of other cultures as reflected in their habitats.

3. To understand that the earth must be viewed as the home of all people.

4. To list ways in which science and technology are helping to change life-styles throughout the world.

5. To describe how slums and squatter areas emerge in response to spatial, social and economic forces.

6. To compare the human settlements and the housing patterns in diverse geographic environments.

Course Structure and Organization:

I. Assignments

A. Readings will be assigned primarily from those items in the bibliography marked with an asterisk(*).

B. Each student will present an oral report and write a paper related to an issue, subject or question such as the following:

1. General: Life Styles: From Cave Dwellings to Modern Living
Basic Human Needs
The Population Explosion and Housing Problems
Determinants of Poverty and the Third World Scenario

2. Economic: Housing: A Question of Financing, Markets and Affordability
   Low Cost Housing: Site; Services; Self Help and Mutual Aid
   The Role of International Agencies in Creating Infrastructures for Housing Developments

3. Housing: Minimum Housing Space, A Cross-Cultural Inquiry
   Housing Amenities and and the Quality of Life: Africa; Latin America; the Middle East; and Southeast Asia
   China and India, How They Seek to Solve Their Housing Problems in the Wake of the Population Explosion
   Comparing Housing in Urban and Rural Societies
   The Impact of Natural Resources and the Geographic Environment on Housing Designs and the Use of Materials

4. Spatial: Mobility from Rural to Urban Areas, What Attitudes, Customs and Economic Conditions Do People Carry With Them?

5. Urban Societies: Must Urban Societies have Slums and Squatters?
   Urban Renewal, A Solution or An Eyewash?
   Cities and Segregation, The Effects of Caste, Ethnic Background, Religion and Social Status

II. Topics of Lectures and Class Discussions:

A. Introduction

1. The changing human habitat, an historical perspective.
2. The population explosion and housing needs, a global problem.
3. Human poverty and basic human needs.

B. Human settlements

1. The hierarchy of settlements in different regions.
2. Rural settlement patterns: dispersed, nuclear, linear and others.
3. Urban settlements: the sprawling American city; the compact growth of the Third World city.
4. Growth and urban land use patterns: concentric sectoral and multiple nuclei growth; the Third World primate city; and polarization and regional imbalance.
5. Case studies: Mexico City, Calcutta, Cairo, Jakarta, Manila, Lagos, Brasilia, and Nairobi.

C. The rural habitat

1. Problems, issues and concerns.
2. Housing structures.
3. Mode of living, socio-economic status.
4. The massive rural to urban migration.

D. Slums and squatter areas

1. Differences between slums and squatter areas; growth, structure and legal tenure or tenant rights.
2. Basic needs: housing and services such as water, sewage disposal, fire protection and schooling.
3. Slum dwellers: income; education; employment household size; density of population and segregation.
4. Case studies: New York City, Kanpur, Delhi, Calcutta, Bombay, Jakarta, Mexico City, Rio de Janeiro, and Bogota.

E. Housing economics

1. Land tenure and tenancy.
2. Financing housing, the role of the public and private sectors.
3. Analyzing housing costs.

F. Global settlement strategies and housing policies

1. Integrating human settlement policies with the national economic program.
2. Low cost housing: technology; management; and design.
3. International projects: sites and services; and self help and mutual help projects for squatters.
4. Alternative sources of energy: micro-hydro plants; biogas; solar; wind power; and natural growth.

Bibliography

*Abrams, Charles. Man's Struggle for Shelter in an Urbanizing World. Cambridge: Massachusetts Institute of Technology, 1964.

Agrawal, Amil. Mud, Mud: The Potential of Earth Based Materials for Third World Housing. London: International Institute for Environment and Development, 1981.

Angel, S., and Z. C. Pheativongscacharn. Building Together: Issues in Mutual Aid Housing. Nairobi: United Nations Centre for Human Settlements, 1981.

*Reading assignments will be made primarily from these entries.

*Ariyaratna, A. T. Ten Basic Human Needs and Their Satisfaction. Moratuwa, Sri Lanka: Sarrodaya Development Education Institute, 1978.

Baross, Paul, ed. Experiences with Settlement Improvement Policies in Asia: Four Case Studies. Rotterdam: Bouwcentrum International Education Series, n.d.

*Beir, G., et al. "The Task Ahead for the Cities of the Developing Countries." World Development, 4(May, 1976), World Bank Reprint Series, #97.

Berry, Brian L. The Human Consequence of Urbanization. New York: St. Martin's, 1973.

Bourne, Larry S. The Geography of Housing. New York: Wiley, 1981.

*Bhooshan, B. S. Towards Alternative Settlement Strategies. New Delhi: Heritage, 1980.

Desai, A. R., and S. Devadas Pillai, eds. Slums and Urbanization. Bombay: Popular, 1970.

*De Souza, Alfred, ed. The Indian City: Poverty, Ecology and Urban Development. New Delhi: Manohar, 1978.

Hai, Taw S., and Hamzah Sendut, eds. Public and Private Housing in Malayasia. Kuala Lumpur: Heinemann, 1979.

Heuer, P., P. Siebold, and F. Steinberg. Urbanization and Housing in Tanzania. Berlin: IFWUS, 1979.

*"Housing in the Philippines." National Economic Development Authority, Journal of Development, 1 and 2(1974-1975), entire edition.

"Housing: Sector Policy Paper." Washington: D.C.: The World Bank, 1975.

Ivy City: Human Development Project. Chicago: The Institute of Cultural Affairs, 1976.

Land Use Programming and the Intermediate Sized City: A New Challenge for the Developing Countries. Washington, D.C.: United States Agency for International Development, 1974.

Mabugunge, Akin L. Urbanization in Nigeria. London: University of London, 1968.

*Mathur, Surendra P. Socio-Economic Perspective of an Indian Slum. Hong Kong: Asian Research Service, Proceedings of the Third International Symposium on Asian Studies, 1981.

Miles, S. Ecodevelopment and the Third World Urban Regions. n.p.: Hull, Canadian International Development Agency, 1975.

*Misra, Rameshwan P. Habitat Asia: Issues and Responses. New Delhi: Concept, 1980.

*Mohan, Rakesh. The People of Bogota: Who They Are, What They Earn, and Where They Live. Washington, D.C.: The World Bank, 1980.

Morris, David M. Measuring the Conditions of the World's Poor: The Physical Quality of Life Index. Elmsdorf, New York: Pergamon, 1979.

Mumford, Lewis. The Culture of Cities. New York: Harcourt, Brace, 1938.

Nathaland, Wadanyu, ed. Housing in Thailand. Bangkok: Applied Scientific Corporation of Thailand, 1979.

Sarin, Madhu. Policies Towards Urban Slums: Slums and Squatters in ESCAP Region. Bangkok: United Nations Economic Commission for Asia and the Pacific, 1980.

Shelter: Poverty and Basic Human Needs. Washington: The World Bank, 1980.

*Stokes, C. Bruce. "Do It Yourself Housing: A Chance of Shelter in Tomorrow's Crowded World." The Futurist, 12(August, 1978), 233-236.

_____. Global Housing Prospects: The Resource Constraints. Washington, D.C.: Worldwatch Institute, 1981.

Squatting and the Geography of Class Conflicts. Ithaca, New York: Cornell University, Urban and Regional Studies Department, n.d.

*Szalai, Alexander, and Frank M. Andrews. The Quality of Life. London: Sage, 1980.

Weibe, Paul D. Social Life in an Indian Slum. Durham, North Carolina: Caroline Academic Press, 1975.

*Yeh, Stephen H. K. Housing Asia's Millions: Problems, Politics and Prospects for Low Cost Housing in Southeast Asia. Ottawa: International Development Research Centre, 1979.

Special Publications and Resources

Affiche, Greenbelt, Maryland: Innovative Information Incorporated.

Habitat News. Nairobi: Quarterly publication of the United Nations Centre for Human Settlements.

United Nations Centre for Human Settlements (UNCHS) Publications.

Quality of Life and Human Settlements: Examples of Protection and Improvement in South European Cities. Nairobi: UNCHS, 1981.

Residential Circumstances of the Urban Poor. New York: Praeger, 1981.

*Survey of Slums and Squatter Settlements. Dublin: Tycooly International, 1981.

Urban Innovations Abroad. Washington, D.C.: Council for Urban Liaison, n.d.

Vision Habitat. United Nations Centre for Human Settlements. 2206 East Mall Campus, Vancouver, B.C., Canada. An excellent source for films and educational materials on human habitat.

WORLD CIVILIZATIONS SINCE 1500: GLOBAL COMPARISONS
(3 semester hours)

Art Barbeau
West Liberty State College
West Liberty, West Virginia

Purpose:

To give students an appreciation of the rich diversity and of the growing interdependence of the human species.

Objectives - As a result of this course students should be able:

1. To understand that the modern nation-state, which is so much a part of the contemporary world, is a relatively recent phenomena which may have outlived its usefulness.

2. To understand that cultures are designed to serve basic human needs and that until quite recently most of the world's peoples lived remarkably similar lives until major differences arose, primarily because of urban elites.

3. To identify those factors which tend to create or to divide people culturally, and which tend to unite people despite cultural differences.

4. To appreciate the role of language in human societies.

5. To recognize the growing impact of science and technology on the modern world and to describe their effect, for example, on art, ethics, politics and religion.

6. To understand that the discoveries of science might create problems as well as solutions and that not all problems lend themselves to scientific solutions.

Course Structure and Organization:

Text: Willis, F. Roy. World Civilizations, II, Lexington, Massachusetts: D. C. Heath, 1982.

The bibliographies are suggestions of what a professor might read to become better acquainted with a topic. With each part of the course there might be an "Historical Overview" to introduce students to the period.

I. The Sixteenth Century - Peasant Societies and the Great Tradition

Redfield, Robert. The Little Community. Chicago: University of Chicago Press, 1955.

_____. Peasant Society and Culture. Chicago: University of Chicago Press, 1956.

Peasant Societies: China, England and the Inca Civilization

Brundage, Burr C. Empire of the Incas. Norman: University of Oklahoma Press, 1960.

Byrne, Murial. Elizabethan Life in Town and Country. New York: Barnes and Noble, 1961.

Davis, William S. Life in Elizabethan Days. New York: Harper, 1930.

Hanstein, Otfrid V. The World of the Incas. Freeport, New York: Books for Libraries Press, 1971.

Huang, Ray. 1587, A Year of No Significance. New Haven, Connecticut: Yale University Press, 1981.

Leon, Pedro de Cieza de. The Inca. Norman: University of Oklahoma Press, 1959.

Parsons, James B. The Peasant Rebellions of the Late Ming Dynasty. Tucson: University of Arizona Press, 1970.

Pearson, Lu Emily. Elizabethans at Home. Stanford, California: Stanford University Press, 1957.

Service, Jonathan, and John Willis, Jr., eds. From Ming to to Ch'ing. New Haven, Connecticut: Yale University Press, 1979.

Urban Societies: Mexico and the Middle East

Bernal, Ignacio. Mexico Before Cortez. Garden City, New York: Doubleday, 1963.

Diaz del Castillo, Bernal. The Bernal Diaz Chronicles. Garden City, New York: Doubleday, 1957.

_____. The Discovery and Conquest of Mexico. New York: Farr, Straus and Cudahy, 1956.

Wiet, Gaston. Baghdad: Metropolis of the Abbasid Caliphate. Norman: University of Oklahoma Press, 1971.

Ziadeh, Nicola. Damascus Under the Mamleuks. Norman: University of Oklahoma Press, 1964.

II. The Seventeenth Century - Factors Uniting and Dividing People

Peasant Societies: Slavery in the Iberian World and English North America

Degler, Carl. Neither Black nor White. New York: Macmillan, 1971.

Elkins, Stanley M. Slavery. Chicago: University of Chicago Press, 1959.

Franklin, John Hope. From Slavery to Freedom. New York: Knopf, 1980.

Huggins, Nathan. Black Odyssey. New York: Pantheon, 1977.

Rout, Leslie A. The African Experience in Spanish America. New York: Cambridge University Press, 1976.

Urban Societies: Amsterdam, Calcutta and Kyoto

Bolitho, Harold. Treasures Among Men. New Haven, Connecticut: Yale University Press, 1974.

Danvers, Frederick C. The Portuguese in India. New York: Octagon, 1966.

Geyl, Pieter. The Netherlands in the 17th Century. London: E. Benn, 1961.

Haley, Kenneth H. D. The Dutch in the 17th Century. New York: Harcourt Brace, 1972.

Huizinga, Jakob H. Dutch Civilization in the 17th Century. New York: Harper and Row, 1968.

Perrin, Noel. Giving Up the Gun. Boston: Godine, 1979.

Rhoads, Murphey. The Outsiders. Ann Arbor, University of Michigan Press, 1977.

Tsukahira, Toshio. Feudal Control in Tokugawa Japan. Cambridge, Massachusetts: Harvard University Press, 1970.

Webb, Herschel. The Japanese Imperial Institution in the Tokugawa Period. New York: Columbia University Press, 1968.

III. The Eighteenth Century: Revolutions

Special Focus: Chinese and the Nature of Language (See Module)

Harrison, Bernard. Meaning and Structure. New York: Harper and Row, 1972.

Shopin, Timothy, ed. Languages and Their Status. Cambridge, Massachusetts: Winthrop, 1979.

Peasant Societies: Russia and Spain

Greenberg, Louis. The Jews in Russia. New Haven, Connecticut: Yale University Press, 1944.

Herr, Richard. The 18th Century Revolution in Spain. Princeton, New Jersey: Princeton University Press, 1958.

Parry, John H. The Spanish Seaborne Empire. New York: Knopf, 1966.

Urban Societies: Boston, Paris and Peking

Bridenbaugh, Carl. Cities in Revolt. New York: Knopf, 1955.

Canfield, Cass. Sam Adams' Revolution. New York: Harper and Row, 1976.

Castelot, Andre. Paris: The Turbulent City. London: Barrie and Rockliff, 1962.

Chang, Chun-shu. The Making of China. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

Furneaux, Rupert. The Bourbon Tragedy. London, Allen and Unwin, 1968.

Galvin, John R. Three Men of Boston. New York: Crowell, 1976.

Jordan, David P. The King's Trial. Berkeley: University of California Press, 1979.

Kahn, Harold L. Monarchy in the Emperor's Eyes. Cambridge, Massachusetts: Harvard University Press, 1971.

Loomis, Stanley. Paris in the Terror. Philadelphia: Lippencott, 1964.

IV. The Nineteenth Century: Industiralization and Expansion

Special Focus: Science and Society - The Impact of Darwin

Kelly, Alfred. The Descent of Darwin. Chapel Hill, University of North Carolina Press, 1981.

Plaine, Henry L. ed. Darwin, Marx and Wagner. Columbus: Ohio State University Press, 1962.

Peasant Societies: The American Frontier and the Congo

Billington, Ray A. The Far Western Frontier. New York: Harper, 1956.

_____. The Frontier in American Culture. Berkeley: California Library Association, 1965.

Davidson, Basil. The African Awakening. London: Jonathan Cape, 1956.

Dick, Everett N. The Sod-House Frontier. New York: Appleton-Century, 1937.

Hennessay, Maurice N. The Congo. New York: Praeger, 1961.

Merriam, Alan P. Congo: Background of Conflict. Evanston, Illinois: Northwestern University Press, 1961.

Urban Societies: China, England and South Africa

Best, Geoffrey F. A. Mid-Victorian Britain. New York: Schocken, 1971.

Dyos, Harold J. The Victorian City. Boston: Routledge and Kegan Paul, 1973.

Fay, Peter W. The Opium War. Chapel Hill: University of North Carolina Press, 1975.

Galbraith, John S. Reluctant Empire. Berkeley: University of California Press, 1963.

Gunynghame, Arthur A. T. The Opium War. Wilmington, Delaware: Scholarly Resources, 1972.

Halevy, Elie. A History of the English People in the 19th Century. London: E. Benn, 1952.

Holt, Edgar. The Opium War in China. London: Putnam, 1964.

Morris, James. Pax Britannia. London: Faber, 1968.

Roux, Edward. Time Longer than Rope. Madison: University of Wisconsin Press, 1966.

Theal, George M. South Africa. New York: Negro Universities Press, 1969.

Wakeman, Frederic E. Strangers at the Gate. Berkeley: University of California Press, 1966.

V. The Twentieth Century: The Century of Accelerating Change (the J-Curves)

Peasant Societies: China and Ghana

Apter, David E. Ghana in Transition. New York: Atheneum, 1963.

Granqvist, Hans. The Red Guard. New York: Praeger, 1967.

Hsiung, Yin-Tso. Red China's Cultural Revolution. New York: Vantage, 1968.

Simmonds, James D. China: The Evolution of a Revolution. Canberra: Australia National University, 1968.

Tang, Peter. Communist China. South Orange, New Jersey: Seton Hall University, 1967.

Ward, William E. F. A History of Ghana. New York: Praeger, 1963.

Urban Societies: Belfast, Calcutta and Tokyo

Allison, Gary D. Japanese Urbanism. Berkeley: University of California Press, 1975.

_____. Suburban Tokyo. Berkeley: University of California Press, 1979.

Bhatia, Krishan. The Ordeal of Nationhood. New York: Atheneum, 1971.

Dore, Ronald P. City Life in Japan. Berkeley: University of California Press, 1958.

Heskin, Ken. Northern Ireland. New York: Columbia University Press, 1980.

Hull, Roger H. The Irish Triangle. Princeton, New Jersey: Princeton University Press, 1976.

Segal, Ronald. The Anguish of India. New York: Stein and Day, 1965.

MODULE: CHINESE AND THE NATURE OF LANGUAGE
(2 class periods)

Art Barbeau
West Liberty State College
West Liberty, West Virginia

This module is offered as an example of how one might incorporate into a civilization course more than just the traditional emphasis on economics and politics, with perhaps some attention to social developments. A professor might substitute another language for Chinese; or might, for example, focus on the role of art and music in a specific culture.

Purpose:

To give students insights into the nature, structure and functions of language by introducing them to Chinese.

Objectives - As a result of this module students should be able:

1. To describe the functions that language serve in a society.
2. To understand how language both unites and divides people.
3. To give examples of how spoken and written languages in China have affected its development.

Module Structure and Organization:

I. The Nature of Language

- A. Language as communication.
- B. The variety of communication systems.
- C. Language as an advanced communication system; the importance of displacement.

II. Spoken Chinese (Putonghua or Guo Yu)

- A. The basic tones of Mandarin.
- B. The importance of intonation and inflection, a comparison with English.
- C. The similarity of sound and the importance of contexting.
- D. Modern Mandarin, mono or poly-syllabic.

III. Written Language

A. The effect of writing materials on writing.
B. Pictographs.
C. The limits of picture writing.
D. Expressions and abstractions.
E. The phonetic pathway: the advantage of relative simplicity but the disadvantage of mutual isolation of peoples.

IV. Written Chinese

A. Pictographs and ideographs.
B. Radicals, phonetics, loan words and the Chinese dictionary.
C. The art of writing; and structure; the vagueness of person, number and tense; and the importance of contexting.
D. The problem of romantization.

Bibliography

Harrison, Bernard. Meaning and Structure. New York: Harper and Row, 1972, especially chapters 2, 4, 5, 7 and 9.

Shopin, Timothy, ed. Languages and Their Status. Cambridge, Massachusetts: Harvard University press, 1979.

Useful for working with students:

"Demystifying the Chinese Language," Bay Area China Education Project, P.O. Box 2373, Stanford, California, 94305.

"Oracle Bones and Mandarin Tones," Project on East Asian Studies in Education, 108 Lange Hall, University of Michigan, Ann Arbor, Michigan 48109.

MODULE: FOLKTALES, REFLECTIONS OF CULTURES
(5 class periods)

Sandra Bone
Arkansas State University
State University, Arkansas

Purpose:

To broaden the student's knowledge and appreciation of literary forms, as well as to enhance their repertoire of teaching/learning skills.

Objectives - As a result of this module students should be able:

1. To understand and to appreciate folktales as a literary form.
2. To give examples of how folktales reflect the cultures from which they come.
3. To detect scarce values, cultural mores, folkways and other aspects of a culture as presented in folktales.
4. To demonstrate how they would test an hypothesis.
5. To use literature with children for sound educational purposes.

Module Structure and Organization:

I. Class 1

A. Read Huck, 160-210.

B. Class: Listen to De Osma, "The Dark One and the Fair One."

1. Identify variant tales.
2. Compare with Cinderella; diagram parallels as discussed.
3. Identify scarce values, cultural mores, folkways, and other aspects of the culture in each tale.
4. Hypothesize about the culture from which each tale comes.
5. Discuss and demonstrate what is involved in testing hypotheses.
6. Identify the extent to which cultures appear to be alike and different.

II. Class 2

A. Read Toothaker, 1188-1194.

B. Listen to Pellowski, "Using Folklore as an Introduction to other Cultures," Prelude, Series 2; and to Haviland, "Folklore in the Culture of a Child," Prelude, Series 3. Discuss, following the format of "I, B, 1-6."

III. Class 3

A. Read Chase, "Jack the Bean Tree" and Jacobs, "Jack the Bean Stalk."

B. Discuss, following the format of "I, B, 1-6."
Listen to Stewig tape with children, noting references to culture. Discuss how a cultural component might be added to Stewig's work.

IV. Class 4

A. Choose a set of folktales from those listed below and write a cultural analysis following the format from "I, B, 1-6."

B. In groups of 4-6 discuss the analysies of variant tales. Class as a whole disucss the use of folktales as an aid to study about other cultures. Relate experience of making friends through "Baba Yaga."

V. Class 5

A. Read at least five folktales from one country. If these tales were your only source of information about that country, what would you "know" about it after reading the folktales?

B. In groups comprised of students who read folktales from the same country, compare what "knowledge" was gained from reading the folktales. As a class discuss the educational implications of this assignment.

Sets of Folktales*

"The Old Hag's Long Leather Bag" (10) and "Peerifool" (14)

"The Golden Lion" (11) and "Four Brothers Who Were Both Wise and Foolish" (15)

"Bastianelo" (11) and "The Foolish Wife and Her Three Foolish Daughters" (9)

"Sadko" (11) and "Urashima Taro and the Princess of the Sea" (1)

Cinderella (25) and "Tattercoats" (27)

*The numbers in parentheses refer to entries in the "Bibliography: Grades 3-6."

"Aschenputtel" (8) and "The Princess on the Glass Hill" (12)

Nomi and the Magic Fish (20) and "Little Burnt Face" (1)

"Boy of the Cloth" (5) and "A Time for Everything" (6)

Epaminondas (23) and "Tony Di Moany" (22)

"The Good Housewife and Her Night Labors" (14) and "The Enchanted Mule" (15)

"The Half Chick" (1) and "The Old Woman and Her Pig" (16)

"The Talking Fish" (29) and "Whippety Stourie" (34)

"Ogre Who Built a Bridge" (31) and "Fareedah's Carpet" (17)

Tom Tit Tot (24) and Duffy and the Devil (35)

"The Lad Who Went to the North Wind" (2) and "The Table, the Donkey and the Cudgel" (7)

"The Enormous Genie" (30) and "Jack and the North Wind" (4)

"Bottle Hill" (19) and "The Lad Who Went to the North Wind" (2)

"Lazy Jack" (28) and Just Say Hic! (32)

"Beauty and the Beast" (1) and "East o' the Sun and West o' the Moon" (1)

"The Bee, the Harp, the Mouse, and the Bum-clock" (10) and "Taper Tom" (12)

Stone Soup (18) and Nail Soup (36)

The Man Who Was Going to Mind the House (21) and Turnabout (33)

The Bun: A Tale from Russia (3) and Journey Cake, Ho! (26)

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**Pre-service teachers must also read at least two of the readings in the bibliography for grades 3-6.

Grades 3-6

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2. Asbjornsen, Peter Christian, and Jorgen E. Moe. East of the Sun and West of the Moon, and Other Tales. Illustrated by Tom Vroman. New York: Macmillan, 1963.

3. Brown, Marcia. The Bun: A Tale from Russia. New York: Harcourt, 1972.

4. Chase, Richard. The Jack Tales. Illustrated by Berkeley Williams, Jr. Boston: Houghton Mifflin, 1943.

5. Courlander, Harold. The Tiger's Whisker and Other Tales and Legends from Asia and the Pacific. Illustrated by Enrico Arno. New York: Arno, 1959.

6. Deutsch, Babette, and Avrahm Yarmolinski. More Tales of Faraway Folk. New York: Harper and Row, 1963.

7. Grimm Brothers. Grimm's Fairy Tales. Introduction by Frances Clarke Sayers and illustrated by children of 15 nations. Chicago: Follett, 1968.

8. _____. Household Stories. Translated by Lucy Crane and illustrated by Walter Crane. New York: Mcgraw-Hill, 1966.

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10. _____. Favorite Fairy Tales Told in Ireland. Illustrated by Arthur Marokvia. Boston: Little, Brown, 1961.

11. _____. Favorite Fairy Tales Told in Italy. Illustrated by Evaline News. Boston: Little, Brown, 1965.

12. _____. Favorite Fairy Tales Told in Norway. Illustrated by Leonard Weisgard. Boston: Little, Brown, 1961.

13. _____. Favorite Fairy Tales Told in Poland. Illustrated by Felix Hoffman. Boston: Little, Brown, 1963.

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15. _____. Favorite Fairy Tales Told in Spain. Illustrated by Barbara Cooney. Boston: Little, Brown, 1963.

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23. Merriam, Eve. Epaminondas. Illustrated by Trina Schart Hyman. Chicago: Follett, 1968.

24. Ness, Evaline. Tom Tit Tot. New York: Scribner's, 1965.

25. Perrault, Charles. Cinderella. Illustrated by Marcia Brown. New York: Scribner's, 1954.

26. Sawyer, Ruth. Journey Cake, Ho! New York: Viking, 1953.

27. Steel, Flora Annie. English Fairy Tales. Illustrated by Arthur Rackham. New York: Macmillan, 1962.

28. Stobbs, William. Johnny-Cake. New York: Viking, 1973.

29. Tashjian, Virginia. Once There Was and Was Not: Armenian Tales Retold. Illustrated by Nonny Hogrogian. Boston: Little, Brown, 1966.

30. _____. Three Apples Fell from Heaven: Armenian Tales Retold. Illustrated by Nonny Hogrogian. Boston: Little, Brown, 1971.

31. Uchida, Yoshiko. The Sea of Gold and Other Tales from Japan. Illustrated by Marianne Yamaguchi. New York: Scribner's, 1965.

32. Walker, Barbara K. Just Say Hic! Illustrated by Don Bolognese. Chicago: Follett, 1965.

33. Wiesner, William. Turnabout. New York: Seabury, 1972.

34. Wilson, Barbara Kerr. Scottish Folk-tales and Legends. Illustrated by Joan Kiddell-Monroe. New York: Walck, 1954.

35. Zemach, Harve. Duffy and the Devil. Illustrated by Margot Zemach. New York: Farrar, Straus, 1973.

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MODULE: THE FUTURE ON FILM
(9 class periods)

Stan Bochtler
Buena Vista College
Storm Lake, Iowa

Purpose:

To acquaint preservice teachers, especially those in science and social studies methods courses, with films and related materials which deal with issues that will increasingly confront the world.

Objectives - As a result of this module students should be able:

1. To explain concepts such as "systems" and "interdependence."
2. To explain the need to present issues, choices and solutions in an integrated manner.
3. To demonstrate how issues such as population and pollution might be incorporated into the K-12 curriculum.
4. To present an issue confronting the world in ways suitable for different grade levels.
5. To identify at least ten activities related to the issues covered in the films or readings which K-12 students can participate in as community projects.
6. To discuss the changes of attitude they have experienced due to the films, readings and class activities.
7. To write a three to five page paper on an issue such as population or pollution, stating how the issue is interrelated with another issue confronting the world and identifying ways to deal with the issue.
8. To assume the role of a person from another culture who is living temporarily in the United States and who writes a letter "home" comparing an American perspective regarding an issue with that of his or her culture.

Module Structure and Organization:

This module has also been taught as a short course in the interim between two regular semesters. Each major part of the outline refers to the emphasis for a class session.

I. Why Teach the "Future?"

A. Students need insights into the issues which will increasingly confront them and the world; to develop the skills especially useful in preparing for the future; and to be prepared to deal with the stress which often accompanies change.

B. Film: "Future Shock" Each film should be introduced briefly and followed with a discussion, which may carry over into the next class period. The direction provided will depend upon the specific objective of the professor.

II. Future Oriented Education Is Important for Students, Society and Educators

A. Students will be better prepared for adulthood if they are introduced to information about future possiblilities; need to be encouraged to do both short and long range planning; and can be better prepared for the future by developing certain questioning skills.

B. Society needs citizens who are willing to deal with complex, long-range problems and issues; and an educational system and institutions which encourage the intellectual skills necessary for thinking ahead.

C. Teachers and educators often lack "know-how" to teach about the future, even though they may be interested and highly motivated; and they need opportunities to examine materials and to develop units, modules, instructional materials or courses designed to "futurize" the curriculum.

D. Film: "World of the Future: Crisis in the 800th Lifetime"

III. Population

A. Read Garrett Hardin, "The Tragedy of the Commons," Science, 162(December, 1968), 1243-1248.

B. Film: "Tragedy of the Commons"

IV. Population

A. Read: Garrett Hardin, "Nobody Ever Dies of Overpopulation," Science, 171(February, 1971), 527.

B. Film: "Sorry, No Vacancy"

V. Population

A. Read: Charles F. Westoff, "The Population of the Developed Countries," Scientific American, 231(September, 1974), 108-121.

B. Film(s): "Population Ecology" and "Tommorrow's Children"

VI. Pollution

A. Activity: Each student will lead an activity as a part of the class. See "Activities and Assignments for University Students," entry 6.

B. Film: "Pollution Is a Matter of Choice"

VII. Pollution

A. Activities led by students.

B. Film: "Up to Our Necks: The Garbage Problem"

VIII. Pollution

A. Activities led by students.

B. Students will have examined books approprate for K-12 which deal with issues such as population and pollution.

C. Film: "Alone in the Midst of the Land"

IX. Children's Literature and the "Issues"

A. Students will have examined science and social studies texts to determine the extent to which they include materials on issues such as food, population, pollution and ecology.

B. A discussion of the books and series the students have examined relating them to the assignments they have read and the films they have viewed.

Activities and Assignments for University Students:

1. Write a 3-5 page paper explaining how an issue such as pollution or population might be incorporated into the curriculum.

2. Select an issue and describe how it might be presented at different grade levels.

3. List community projects related to an issue such as pollution which K-12 students could initiate and carry out.

4. Describe any changes of attitude you have experienced due to the films, readings or class activities.

5. Compile an annotated bibliography of books appropriate for K-12 students which deal with the future and an issue such as population.

6. Be prepared to lead an activity described in Kauffman, Teaching the Future. Especially useful are the materials on "Concepts of Time," "Metaphors for the Future," "The Hero's Reward" and "The Riddle of the Pond."

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Precollegiate Students:

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Asimov, Isaac. ABC's of Ecology. New York: Walker, 1972.

Bendick, Jeanne and Robert. The Consumer's Catalog of Economy and Ecology. New York: McGraw-Hill, 1974.

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Drummond, A. H. The Population Puzzle: Overcrowding and Stress Among Animals and Men. Reading, Massachusetts: Addison-Wesley, 1973.

Elliott, Sarah. Our Dirty Air. New York: J. Messner, 1971.

Hahn, James and Lynn. Recycling: Reusing Our World's Solid Waste. New York: Franklin Watts, 1973.

Lauber, Pat Too Much Garbage. Champaign, Illinois: Garrard, 1974.

Navarra, John. Our Noisy World: The Problem of Noise Pollution. Garden City, New York: Natural History Press, 1970.

Pringle, Laurence. This Is a River: Exploring an Ecosystem. New York: Macmillan, 1972.

Showers, Paul. Where Does the Garbage Go? New York: Harper and Row, 1974.

Stevens, Leonard A. The Town That Launders Its Water. New York: Coward, McCann and Geoghegan, 1971.

Weiss, Malcolm. What's Happening to Our Climate? New York: J. Messner, 1978.

MODULE: THE MIDDLE EAST
(9 class periods)

Dietrich Buss
Biola University
La Miranda, California

Purpose:

To explore the culture, economy, geography, history and religions of the Middle East, as well as its importance as a major exporter of petroleum.

Objectives - As a result of this module students should be able:

1. To identify the geographic features, nation states, and significant locations on a map of the area.
2. To understand the origins, beliefs and expansion of Islam.
3. To give examples of how the "Arab mind" is logical given the Muslim way of life and culture.
4. To trace the rise of Zionism and the establishment of Israel.
5. To discuss the Arab-Israeli conflict since 1948, giving examples of how the aspirations of both parties make it difficult to maintain peace in the region.
6. To describe how the influx of petrodollars affects the economies and cultures of the Middle East.
7. To explain how the dependence on oil imports from the Middle East affects economic and diplomatic developments in Europe, Japan and the United States.
8. To understand the significance of the Middle East in the context of Soviet-American diplomacy.

Module Structure and Organization:

I. Geographic Considerations

A. Map study: countries and capitals; deserts and bodies of water; religious centers; oil fields; and the areas of Arab-Israeli conflict.

B. The nature of the dry world: climates, flora and fauna; oasis agriculture; ethnic peoples; and the major monotheistic religions, Islam, Judaism and Christianity.

C. Activities and assignments

1. High School: Espenshade, #RG 433; and Fullard.

2. University: Espenshade, #RG 433, with more attention to detail; and Gibney, 9-18.

II. The Rise of Islam

A. The early Arabs: the Sabaeans; the Bedouins; and the Dwellers of the Arabian peninsula.

B. Mohammed and his influence: his early life; the founding of Islam; the conquest of Mecca; and the expansion of Islam into Persia, Egypt and Syria.

C. The five pillars of Islam.

D. Islam as a "totalist" religion based upon the Koran and the Way of the Prophet or Sunna.

E. Activities and assignments

1. High School: Pearson, 77-108; slide presentation "Hajj: Pilgrimage to Mecca," Adbul Majied, 501 E. 87th St. New York, N.Y. 10028; and have students role play the pilgrimage to Mecca and write an essay on "What the Hajj means to Muslims."

2. University: Gibney, 19-74; slide presentation "Hajj: Pilgrimage to Mecca"; and class presentation by a Muslim on Islam as a religion and a way of life.

III. Islamic Civilization to 1918

A. Umayyad Caliphate in Damascus, 632-750 A.D.

B. Abasid Caliphate in Baghdad, 750-1040 A.D.; expansion of trade to Europe, Africa and Asia; the wealth and splendor of Baghdad; the preservation and expansion of learning in terms of architecture, art, mathematics, astronomy, medicine, geography, literature and theology.

C. From the Crusades, 1095-1365 A.D., to the British and French mandates under the League of Nations: the Islamic counter-offensive; the fall of Baghdad and the rise of the Ottoman Turks, 1258 A.D.; the Moors in Spain to 1492 A.D.; the Monguls in India after 1690 A.D.; and World War I and the dissolution of the Ottoman Empire.

D. Activities and assignments

1. High School: Exxon, 1-36; Pearson, 137-148; Soghikian, each student will report orally on the contributions of an individual to Islamic civilization, 632-1700 A.D.; and the filmstrips "From Mecca to Baghdad" and "The Great Islamic Empires," Eyegate Media, Jamaica, New York.

2. University: Gibney, 74-172; "Science: The Islamic Legacy"; and the filmstrip "The Arch, Zero and the Orange," Bear Films, Baldwin, New York.

IV. The Emergence of Modern Arab States and Israel

Egypt, 1922; Saudi Arabia, 1924; Iraq, 1930; Lebanon, 1936; Syria, 1936; Israel, 1948; Libya, 1953; Sudan, 1956; Tunisia and Morocco, 1958; Kuwait, 1961; Algeria, 1962; Yemen, 1968; Bahrain, Oman, Qatar and the United Arab Emirates, 1971; Somalia, 1974; and Djibouti, 1977.

V. The Establishment of the State of Israel

A. The Jewish people in the ghettos of Europe; Theordore Herzel and the Zionist vision; Jewish resettlement in Ottoman Palestine, 1881; the Balfour Declaration, 1917; the Royal Commission Report, 1937; Hitler's Germany and the Holocaust; United Nations endorsement for the creation of a Jewish state, 1947; Israeli independence and the 1948 Arab-Israeli War; Arab opposition and the wars of 1957, 1967 and 1973; and Egypt recognizes Israel and Anwar Sadat and the Camp David Accords.

B. Activities and assignments

1. High School: Pearson, 9-69, identify specific examples of Arab and American values; Pearson, 185-243, structure a debate between those who support Israel (David) and those who support the Palestinians (Daud) on the question of which people should control the lands constituting the state of Israel; and "Cultural Contact," simulate the problems which arise because of cultural differences between the Palestinians and the immigrant Jews.

2. University: Elon, 82-186; Gibney, 173-230, structure a debate as above and have students suggest what the British, the Zionists and the Palestinians all might have done to resolve the conflict which erupted in 1948. Videotape, "The Arab-Israeli Problem as Viewed by an Israeli," Middle East Resource Center, University of Texas, Austin.

VI. The Transformation of the Persian Gulf States

The economic, social and political changes because of the great increase in oil revenues. The focus might be on Iran and Saudi Arabia.

VII. The Strategic Nature of the Middle East

A. The cross-roads of three continents.

B. The Western dependence on Persian Gulf oil.

C. Soviet-American interests in the region beginning with Iran, 1946, to Afghanistan, 1979, and Lebanon, 1983.

D. Continued Arab-Israeli tensions.

E. Activities and assignments

1. High School: Pearson, 169-184. How has the increase from oil revenues changed the Persian Gulf societies? "Crisis," this simulation might be applied to Soviet-American differences in the Middle East.

2. University: Gibney, 321-350; Quandt, 47-75; debate oil policies with one group representing the OPEC nations and the other the industrial consumers; and structure a debate on American foreign policy since the invasion of Afghanistan.

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Atiyeh, George, ed. Arab and American Cultures. Washington, D.C.: American Enterprise Institute, 1977.

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* "Cultural Contact." Intercom, 75(Summer, 1974), 26 and 27.

*Eban, Abba. My Country: The Story of Modern Israel. New York: Random House, 1972.

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*Especially suitable for high school students.

*Espenshade, Harold, Jr., ed. Goode's World Atlas. Chicago: Rand McNally, 1978.

*Exxon. The Islamic Heritage. New York: Exxon Corporation, n.d.

*Fullard, Harold, ed. World Patterns. London: George Philip, 1976.

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Hitti, Philip K. History of the Arabs. London: Macmillan, 1964.

*Isenberg, Irwin. The Arab World. New York: H. Wilson, 1976.

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Patai, Raphael. The Arab World. New York: Scribner's, 1973.

*Pearson, Robert, ed. Through Middle Eastern Eyes. New York: Praeger, 1975.

*Peretz, Don, ed. The Middle East: Selected Readings. Boston: Houghton Mifflin, 1973.

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*Soghikian, Juanita Will. "Time-Line Project and Display Chart." Waverly, Massachusetts: Middle East Gateway Series, n.d.

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